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THE JOURNAL OF

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Vol. IV, No. 2

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The Yoga Asanas . . . . . Lieut. P. G. Krishnayya

Trends and Tendencies in Physical Education Agnes R. Wayman

Physical Education in a Progressive School . Elsa Schneider

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The National Safety Council

By

IDABELLE STEVENSON

Executive Secretary, Educational Division, National Safety Council

The ninth of a series of articles explaining the origin, purpose, and program of national organizations in the fields of health, physical education, and recreation.

THE STORY of how the National Safety Council was conceived and born would fill many pages. A brief description may serve, however, to explain its purpose and scope and in particular to show how the Education Division of the Council, which is the division charged with the execution of its work for children, functions and correlates with other educational work.

In the fall of 1912, a safety committee of the Association of Iron and Steel Electrical Engineers, headed by Lew R. Palmer, called the first national "Cooperative Safety Congress." A committee was then appointed to create a permanent body devoted to the promotion of safety to human life in the industries of the United States. This committee of fourteen members formed the nucleus of a national body which later became the National Safety Council. William H. Cameron was appointed secretary, and after twenty-one years still serves as managing director. The Council during this period has grown to over 5,000 members including industrial corporations, individuals, chambers of commerce, schools, clubs, and civic organizations, representing many thousand persons.

Courtesy of *The Detroit Times*

School boy patrols in Detroit get first-hand information at the traffic court

In 1916 an experiment was tried in Rochester, New York. A local council, affiliated with the national, was organized to carry on an intensive local program along the lines of public and school as well as industrial safety. Fifty of these local councils are functioning successfully today.

Proceedings of successive Annual Safety Congresses from 1913 to 1917 show that the question of safety education for children was recurrently brought up for discussion. A special committee was appointed to consider this aspect of safety and Albert W. Whitney, Associate General Manager of the National Bureau of Casualty and Surety Underwriters, conducted a sectional meeting on child safety education at the Eighth Annual Congress in Cleveland. In these early days outstanding contributions were made by E. George Payne and Harriet E. Beard, both members of the committee. Dr. Payne, who was at that time president of Harris Teachers College in St. Louis, conducted an extensive study in the Wyman School to demonstrate that safety could be effectively correlated with practically every subject taught in the elementary grades. From all parts of the country teachers visited this school and in 1919 Dr. Payne's book *Education in Accident Prevention* was published.

Miss Beard was appointed superviser of safety education for the Detroit Public Schools in 1919. During the previous school year ninety-six school children had been killed in traffic accidents on the streets of Detroit. She introduced a program which consisted of an analysis of child traffic accidents, the construction of a course of study in safety for the elementary grades, instruction of a class at Detroit Teachers College in the principles of safety teaching, and cooperation with all civic agencies concerned with public safety. By 1924, the number of child traffic deaths had been reduced to forty-five, less than half the number in 1910. In this same year Miss Beard's book, *Safety First for School and Home,* appeared, making it possible for others to adopt her program.

It was Mr. Whitney's vision and philosophy that molded and guided the development of the Education Division of the Council. Instead of turning out to be an entirely physical and emotionally negative process, as might easily have been the case, child safety has become a constructive and positive movement leading to a more wholesome outlook and adjustment to life. In justifying its adoption by the schools he writes,

"There are certain changes in life that are intrinsic and normal; life cannot be made fool-proof without being made insipid. Safety consists, therefore, quite as much in knowing how to face danger as in avoiding it. Safety in industry has turned out to be immediately correlated with efficiency, safety in life in general has turned out to be immediately correlated with alertness and intelligence . . . Safety has a place in the school, not primarily because of the lives that can be saved, although our experience has gone far enough to allow us to say that 10,000 children's lives a year can be saved through such education, but primarily because it has this intimate and profound spiritual connection with life; in other words, it belongs in the curriculum because safety is a fundamental condition of life. If education is to be an experience of life as well as a preparation for life—then it must deal with such things." Mr. Whitney has been the leader of the Council's child safety work for fourteen years and now holds the title of vice-president in charge of safety education. He has an advisory committee of twelve prominent educators. These with the officers, a staff of seven persons, and the five hundred school members comprise the Education Division of the National Safety Council.

Since 1922, the National Bureau of Casualty and Surety Underwriters has made a yearly appropriation to the Council to defray all the expenses contingent upon the division's work.

A close working arrangement exists between the staff and the members through a sectional organization. For example, the five hundred members of the Council who are primarily interested in child safety are grouped into the Child Education Section with Dr. Thomas Gosling, Superintendent of Schools of Akron, as chairman. Within this section, various committees of volunteer workers are set up to advise and assist the staff in promoting a program in line with sound educational procedure.

This may seem a complicated organization but safety is a broad and far reaching problem. The need for it enters into every aspect of our daily life—work, play, travel. This is manifest in our yearly accident toll. Last year we suffered a loss of 33,500 lives in motor vehicle accidents alone; 29,000 lives in home accidents; 20,000 in public accidents other than motor vehicles; and 17,000 in industrial accidents. Over 17,000 of these victims were children under 15 years of age.

Discouraging as this state of affairs may seem, there is this to be thankful for: recent statistics show that the child accident rate is decreasing. It is even more significant when we realize that the adult accident rate is constantly increasing. The increase in accident fatalities to adults since 1922 has been over 42 per cent, while in the case of children there has been a decrease of 8 per cent. This divergence between the record for adults and the record for children represents at the present time a saving of over 7,500 children's lives a year. Otherwise expressed: if in meeting accident situations adults had done as well as children, 23,000 would have been saved last year.

The change in the accident experience of children commenced in 1925, coinciding with the increased activity on the part of the schools. This decrease in accidents did not just happen. It can be traced directly to intelligent and constructive courses in safety which have been conducted in our schools, and to the cooperation of police departments, chambers of commerce, automobile clubs, and insurance and industrial groups. It was in this year that the joint study of the National Safety Council and the National Society for the Study of Education—*The Present Status of Safety Education*—was published. This authoritative and critical evaluation of the subject further strengthened its place in the school world.

HAVING successfully passed the proselyting and pioneering stage, the Education Division is today faced with the task of keeping abreast of the schools' needs and interpreting the accident problem in terms that will fulfill these needs in such a way that safety will contribute to an enriched and healthy educational program. Safety is not a subject for separate class work. It is a point of view which may be developed in many different ways until it becomes a state of mind. It cannot be isolated, for in so doing its proper relationship in the scheme of life is sacrificed. Because it is a part of living, it serves to interpret for the child, as perhaps few other school subjects can, his responsibility for and dependence on his fellow beings and his environment and the need for accomodation to social and physical conditions.

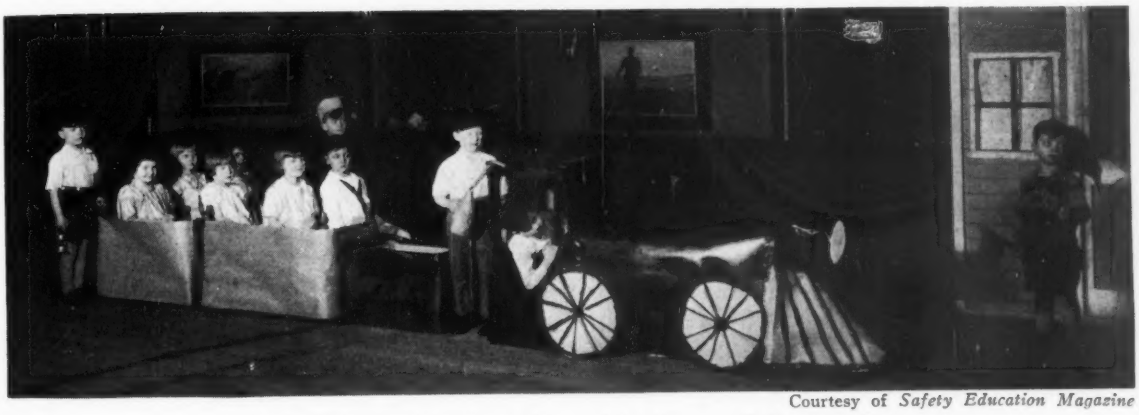
While there are certain outstanding classes of accidents common to every locality, the educational problem must be approached with due regard to its local significance. An analysis of local accidents will largely determine what should be the nature of the course of study. The National Safety Council has developed a standard form for reporting student accidents which is now being used by a number of schools. It enables the superintendent to make an exhaustive study of his local problem and analyze his data in comparison with that of other cities. A knowledge of the cause and nature of accidents by age, sex, and place will assist in forming the grade objectives and also in the placement of subject matter. When these local data are added to information available on the general safety situation in the United States and in other countries, an abundance of vital, concrete material is provided.

The content of the course of study should comprise safety in the home, on the street, at school, in play; the prevention of fire; and civic protection. These topics are important to all ages but the material should be so graded that it is adapted to the intellectual vision and experience of the children; hence the advisability of associating safety with other subjects for each grade. Thus in the process of growth each course will take on a new significance.

In the kindergarten and primary grades, the subject matter should be organized around the activities of the children. Much material for language and reading will grow out of the interests and experiences

Courtesy of *Safety Education Magazine*

A sixth grade class presents an assembly program of the trial of an accident case.



Courtesy of *Safety Education Magazine*

Happy little passengers learn about safety riding on their own trains.

Country children know it is safer to walk facing traffic.

Courtesy of Minnesota Safety Council

of the children in school and on the way to and from school. In the routine activities of the day, such as fire drills, dismissal, recess and lunch periods, the alert teacher will find many opportunities for safety lessons. Excursions, story telling, dramatic play, booklet-making can all be utilized to carry a safety lesson.

Several years ago the first heavy snowfall set the stage for a unit of work in a class of third graders of the Jefferson Avenue School in Springfield, Massachusetts. In the spirit of the occasion a winter carnival was planned. The children discussed the best place to hold the carnival, the kind of winter sports they wanted to have, how to make these sports safe, and the right kind of clothing for cold and snowy weather. They decided in their enthusiasm to get the sixth grade to help them. The sixth grade children thereupon offered to visit the police department and find out what the city was doing to make winter sports safe and how the school might cooperate with it. A park near the school was selected for the carnival and invitations sent to all the third grade classes in the school. Illustrated booklets explaining how to play winter games safely were made for the kindergarten classes. Games and dances were rehearsed and special songs and poems written.

Courtesy of *Safety Education Magazine*

The first grade learns about firemen.

At last the carnival was held—an afternoon of joy and wholesome fun—coasting, skating, rolling snowballs, building snow forts, all within the safe confines of the park. They danced "The Snow Man's Dream" and "The Dance of the Snow Flakes," their own interpretation of the spirit of the snow, and sang original songs such as

> "Down the hill the children go
> Like little fairies in the snow
> The trees are bare and brown
> Jack Frost is in the town
> Snow fairies dancing up and down."

During the preparation for the carnival the children learned about how the police department was protecting the children at their play, about using closed streets for coasting, observing signs for safe coasting and skating. They discovered that it was pleasanter to coast in the park than on a busy street. They had experience in assuming responsibility for the safety of others and in cooperating for a successful undertaking. At the same time they were learning how to read and write and spell and draw—learning because it was necessary to know how to do all these things if their carnival was to be a success.

The field of safety becomes richer as the child grows in experience and as exposure to danger becomes more varied and frequent. In the intermediate grades and junior high schools there is abundant opportunity in history and geography to trace the safety movement through a study of man's economic and scientific growth; in civics, safety is studied as one of the responsibilities of local, state, and federal agencies. Informational reading on accident prevention and the presentation of safety playlets teach English as well as safety. Just as children learn arithmetic by running a make-believe store, so safety is taught by such activities as children set up for themselves. They may be encouraged to develop their own codes of safe behavior, to make surveys of particular hazards surrounding them at home, on streets, or in school; to plan assembly periods; to organize patrols as protection from traffic and similar patrols to regulate pedestrian traffic within the school building, to assist in fire drills, and to enforce regulations for safety on school grounds and in the gymnasium.

The School Boy Patrol, organized to protect school children from traffic accidents on their way to and from school, has grown to such an extent that it has become possible to lay down standards and principles for its use. Copies of these may be secured from the American Automobile Association or the National Safety Council. Today over 100,000 school children are serving as patrols in some 800 cities. The Junior Safety Council undertakes a more comprehensive program than the Patrol and has long been functioning successfully in many schools. It is a representative pupil organization for the promotion of safety throughout the entire school. While patrol duty is usually the most important activity of the council, it also sets up committees to formulate safety rules, conduct a safety court, report all student accidents, keep a safety bulletin board, prepare for assemblies and parent-teacher meetings, and perform other services. In some cities Junior Safety Councils are utilized to carry forward practically the entire safety program of the school.

When the student reaches high school age his interest in accident prevention is to all intents and purposes that of an adult. Courses in civics, sociology, chemistry, and home economics offer a chance for the inclusion of very definite instruction in certain branches of safety. Physical education and the conduct of all sports is another fertile field. A recent study of accident cases to school children showed that the high school student was more liable to injury from sports and games than the elementary pupil, and almost as liable to accident from automobiles as his younger brothers and sisters.

Data indicate that the percentage of automobile drivers under twenty years of age involved in personal injury is 39 per cent higher than the average for all ages. In order to cope with this situation the High

(Continued on Page 60)

A More Unified Administration

of College Health, Required Physical Education, and Athletics

By

WILLIAM L. HUGHES, Ph.D.

Associate Professor of Physical Education
Teachers College, Columbia University

REORGANIZATION for more efficient and economical administration of college health and physical education appears to be the order of the day. Authors[1] of recent articles and books have proposed various plans for unifying the relationship of the several health and physical education services offered to students. Committees and round table conferences of the National Collegiate Athletic Association, the Society of Directors of Physical Education in Colleges, and the American Student Health Association have given considerable time and thought to this problem within the last three years. The National Conference on College Hygiene made recommendations regarding organization and relationships in the administration of health and physical education. Illinois, Wesleyan (Conn.), and Rochester are examples of institutions which have long had all health and physical education activities combined in one department. Pennsylvania and Boston have recently reorganized on the same basis, while other institutions have reorganized health or physical education activities, or both, in one form or another.

In Civil War times Amherst College established a "Department of Physical Culture" for the purpose of supervising the general health of students and of instructing in hygiene and gymnastics, but it was years afterward before other colleges and universities began to follow this far-sighted action. Now that colleges are considered as socializing agencies rather than institutions merely for training the mind the situation is in sharp contrast to that of the earlier years. Enrollments have increased and various services designed to contribute to the needs of undergraduates have been established. These services, variously named and listed in the order of their development, include: "physical education; medical examinations; clinical services, both ambulatory and bed; instruction in hygiene; competitive sports, both intercollegiate and intramural; sanitary supervision of grounds, dormitories, classrooms, and commons; psychiatric service; and other variations and subdivisions."[2]

"The desirability of selecting personnel with special qualifications and training to carry on the several services resulted in specialization. This, in turn, led to poor administration because the specialists were not trained as administrators and gave little thought to it. Departments or units of service bore various relationships to each other in a more or less loose alliance which, unfortunately, grew up rather accidentally. In a few institutions all units were organized into a single administrative plan, in others they were developed independently, or were outgrowths of the original grouping. As a result of this, officials, who are responsible for the direction of health and physical education in the colleges, are often confronted with a situation dominated by local tradition, vested interests, intrenched prejudices, political influences, and an unsympathetic personnel. Such varied interests have frequently made it incumbent on administrators to pursue policies inconsistent with good management. Changes and adjustments inaugurated are likely to be the ones which seem most expedient at the time."[3]

There is, then, undoubtedly a justification for all this movement in the "re-organization" of health and physical education in colleges and universities. Like our political machinery, too much of our organization for administering the health and physical education program is of haphazard growth and cumbrous in operation. One division overlaps another and often interferes with it. If the administrator is not driven to exasperation, the student surely is. He, "like all Gaul, may be divided into three parts, a part of him falling to the Student Health group, a part to the Department of Physical Education, and another part to Intercollegiate Athletics."[4] No one who gives careful thought to the matter will deny the need of reorganization for the administration of college health and physical education, in the interest of the student as well as in the interest of economy and efficiency.

It is the belief of an increasing number of educators and administrative officers that all health education and physical education in institutions of higher learning should be organized in one department or administrative division or that these activities should be coordinated to a far greater extent than has been the case in most institutions. A department or division so organized should include six phases: hygiene and sanitation of the campus environment; health service to students by examinations, conferences, medical treatment, etc.; health instruction or hygiene teaching; required physi-

[1]a. Edwin Fauver, "The Relationship of the Department of Student Health to the Department of Physical Education," *Proceedings, Society of Directors of Physical Education in Colleges,* 1930, p. 44.
b. J. H. Nichols, "The Inter-relationship of Physical Education, Intramural and Intercollegiate Athletics," *Proceedings, Society of Directors of Physical Education in Colleges,* 1931, p. 64.
c. C. V. Langton, "A Unified College Health Program," *Proceedings, American Student Health Association,* 1930, p. 127.
d. H. S. Diehl, "The Advantages and Disadvantages of Placing Health Service, Physical Education, and Athletics in one Administrative Unit," *Proceedings, American Student Health Association,* 1931, p. 140.
e. J. F. Williams and W. L. Hughes, *Athletics in Education,* Philadelphia: W. B. Saunders Company, 1930, p. 135.

[2]*National Conference on College Hygiene, Proceedings,* 450 Seventh Avenue, New York: National Tuberculosis Association, 1931, p. 68.

[3]W. L. Hughes, *The Administration of Health and Physical Education for Men in Colleges and Universities,* Bureau of Publications, Teachers College, Columbia University, 1932, p. 1–2.

[4]E. Fauver, *op. cit.,* p. 46.

cal education activities; the intramural program; and intercollegiate athletics. The first three divisions should constitute health education in the broader use of the term. More should be included in health education than merely the formal instruction in hygiene. This narrow view has tended to obscure the important and indispensable contributions which the other phases of the program have to offer to the student. It has been contended and defended elsewhere[5] that health supervision of the environment is health education if one learns health standards by example, and health service is health education if one learns health standards by practicing them. Hygiene and sanitation of the environment implies inspection, health service implies a clinical procedure. Both can and should be as definitely educational as the formal instruction.

The three last-named divisions should constitute a broad program of physical education. All aim to contribute to the education of young people by means of big-muscle activities.

It is clearly apparent that no one would be competent to direct a department offering such a variety of services to students without having developed some satisfactory basis for his administrative procedures. Because of the need for administrative standards and policies a study[6] was made to determine and evaluate standards and policies in the administration of health and physical education for men in colleges and universities which could be used as guides by administrators in analyzing strengths and weaknesses in their programs.

The director or dean of a department or division of health and physical education should be an educator-administrator with advanced training in both health and physical education. He may or may not be a physician. Such an organization would insure not only central authority and responsibility but would be the best guarantee that the welfare of students rather than vested interests, intrenched prejudices, and political policies would be served in the most efficient and economical manner.

1. Health Supervision of the Environment

The most casual survey of the health supervision of the environment in the colleges reveals the fact that this phase of the program needs organization and careful direction. It cannot be expected to "run itself" with responsibility divided among such officials as the superintendent of buildings and grounds, sanitarian, dean, sanitary engineer, engineer, janitor, nurse, director of physical education, and director of health service. A physician in charge of the health education division should be responsible for this program although he might well have an advisory committee on health. He should provide sanitary surveys; sanitary regulations including heating, lighting, and ventilation; an approved list of rooming houses; examinations of food, food handlers, milk, water, and swimming pool; and anything else designed to surround the students with the most healthful environment possible.

II. Health Service to Students

There seems to be some justification for the statement that health services in the colleges tend to overemphasize the clinical rather than the educational aspects of health. This is due in part, no doubt, to a personnel training in medicine with little interest or understanding in the philosophy and procedure of education. Moreover, the confusion which now exists in terminology tends to limit health education to formal instruction in hygiene and the examination of students to a *medical inspection* or a *physical* examination. *Inspection* implies a mere routine review with no attempt at education, while *medical* pertains mainly to interest in and treatment of diseases. *Physical examinations* and anthropometric tests, from the beginning of their use have emphasized symmetry, size, and structure. Today we are interested in status, function, education. *Health examination* implies that the "whole student," mental and physical, is being considered.

Entrance health examinations should be considered a part of the routine for matriculation. The latter should not be considered as completed until the health examination has been taken. Vaccination for smallpox, if needed, should be required where possible by law. By using the army-station method all entering freshmen may be examined and assigned the proper academic and physical activity load before classes begin in the fall. The older plan of examining freshmen throughout the year was full of dangers for individuals with serious defects.

Health examinations are probably of little value unless supplemented by *follow-up health conferences.* Students with serious defects should be called in first, but all freshmen should have a conference with the physician and hygiene instructor some time during the year with the results of the health examination as a basis for the conference. In most institutions the responsibility for the correction of remediable defects must rest with the student. However, individuals who expose others to health injury should not be permitted to remain in the institution.

One of the most important policies which the department of health and physical education or the division of health education will have to decide is the extent or amount of *medical treatment* which is to be provided. Universities often attempt a rather complete service while the college is likely to provide only a limited service for ambulatory cases. In any event the institution should not attempt to do the work of specialists or treat long chronic illnesses unless it is in a position to provide the highest quality of professional service. Moreover, the amount of service which may be expected for the health fee should be made known to students. Physicians on the health education staff should make it their policy in their professional dealings with students on the campus not to make any outside appointment for further examination and treatment for which a fee is to be charged. Subsequent arrangements

[5] J. F. Williams, *Principles of Physical Education.* Philadelphia: W. B. Saunders Company, 1932, pp. x-xi.

[6] W. L. Hughes, *op. cit.*

should be initiated by the students and take place off the campus.

The *health of athletes* and the care of athletic injuries should be under the direct and complete supervision of a college physician. In the large university a regular staff physician may be assigned this responsibility while the director of the health activities in the smaller institution will probably perform the task. Several policies which the colleges should adopt need mention. In the first place the institution's policies, whatever they are, should be made known to students. Although educational institutions are not legally responsible for the care of injured athletes, most, if not all, assume a financial responsibility within reasonable limits. This financial responsibility should be assumed, however, only after the athlete has secured permission from the supervising physician to participate in athletics.

In order to offer any worth-while health service to students it is important that every college or university should provide or make convenient local arrangements for *dispensary, infirmary, laboratory,* and *hospital facilities.* The question is often asked "How finance such a program?" The smaller colleges, particularly, feel that health education is too costly. But is it not a matter of relative values? Most colleges, even those on the verge of bankruptcy during a depression, can afford Latin and higher mathematics. The question at once arises: Are we interested in the education of the "whole student" or merely in "training the mind"? The health program may be financed by appropriations from general funds, by special endowments, or by student fees. Since the *student health fee* is the most common source of revenue, a limit must be placed upon the services rendered in return for the health fee and this limit must be made known to students. The department should determine in advance how much in terms of days, weeks, or dollars the health fee will pay toward infirmary and hospital care, nursing service, emergency operations, laboratory and X-ray fees, anesthetics, and the like.

A complete up-to-date *health record* should be kept of each student throughout his college life. This material should be accurately filed and accessible only to certain deserving officials and then only upon permission of the physician in charge. It is important that the same confidential relationship exist between the health service staff member and the student as between physician and private patient.

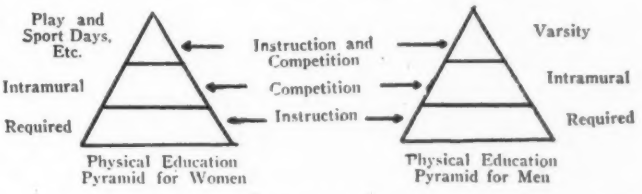
III. Health Instruction

While it is clearly recognized that several departments in the colleges have very definite and substantial contributions to make to the health education of students it is important that a freshman course in personal hygiene be required at least twice weekly for one semester, to organize and integrate the health materials from various sources. Is not personal health as important to the individual as English? It is certainly more basic to students than a foreign language. The course should not only be required but credit recognition should be given apart from credit in physical education, or biology, or physiology. The hygiene teachers may be physicians, biologists, physical educators, or other persons, but in any case they should be qualified members of the faculty and especially trained to teach hygiene. Small classes are desirable because they permit more discussion and they make possible personal conferences between the instructor and individual members of the group. The serious attempt in some institutions to supplement group instruction by individual instruction as occasions arise in health examinations, follow-up health conferences, required physical education, and athletic activities is commendable. Moreover, the effort to augment health instruction by health films, fireside talks, free and authoritative pamphlets by official health agencies, projects, surveys, and other teaching devices is an indication of the dissatisfaction with present methods of hygiene teaching.

IV. Required Physical Education

Although the desirability of any requirement has often been questioned it seems justifiable at present to require students who pass the health examination to meet certain department minimum standard achievement tests or show reasonable ability (measured by tests or judged by instructors) in a majority of the various activities offered by the department. If the latter policy is adopted students should be expected to show ability in at least two team games and at least three individual "carry-over" sports including swimming. The required program might well be considered the base of a physical education pyramid[7] which includes all athletics.

The emphasis here should be on *instruction,* supplemented by some competition within and among classes.



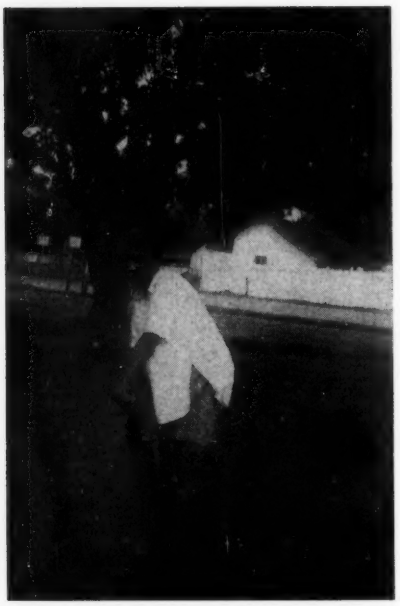
Physical Education Pyramid for Women — Physical Education Pyramid for Men

Activities for men should be selected along the lines set up by the Committee on Curriculum Research,[8] instruction should be offered, achievement should be tested, and credit given. Students, who for some reason are temporarily or permanently handicapped physically, should be provided a restricted program. This should approximate the regular program rather than degenerate into a hospitalized procedure. Physically handicapped students need an opportunity to participate and acquire skills in team games and individual sports as far as this is possible without harm to the individual. Directors of the division of required physical education are attempting to make their programs more scientific and educational by providing

(Continued on Page 58)

[7] J. W. Wilce, "Possible Purposes of Intercollegiate Athletics." *American Physical Education Review,* (December, 1922).

[8] Committee on Curriculum Research, W. R. LaPorte, Chairman, *Proceedings, Society of Directors of Physical Education in Colleges,* 1929, 1930, 1931, 1932.



The Joy of Cricket

Physical Education in India

"I want my countrymen to realize that the problem of physical education in India is a national problem of the first magnitude, and they should apply themselves to its solution with all the energy and the force of soul they possess."

Lala Lajpat Rai.

By

GEORGE F. ANDREWS

Assistant Physical Director
to the Government of Madras, India

The Past

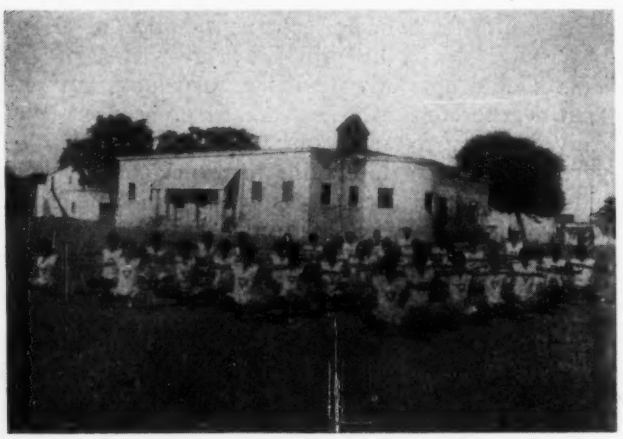
A SURVEY of physical education in India will take us far back to the Vedic and the Epic ages, to the days of the Ramayana and the Mahabharatha, when, as in Europe during the medieval ages, military training and the needs of a military class dominated whatever physical education there was. Sports, amusements, the song, and the dance seem to have been common and largely in evidence during festivals and marriage occasions. Tournaments in archery, wrestling, use of the mace, etc., for display or at *swayamvaras,* where the bride selected the bridegroom in open assembly through the simple custom of garlanding the person of her choice, were very often held.

This system of physical training was, however, gradually supplemented by one dictated by the social and religious needs of the people. Archery, wrestling, swimming, equitation, and practice in the use of the various weapons of war were restricted to the warrior class though there was no objection to others taking part in them. The necessity of providing some definite physical activities for the other classes resulted in the development of the *Yoga-Asanas* and the breathing exercises, the *Surya-namaskars,* and such other activities of a religious or semi-religious character. The worship of Hanuman as the presiding deity of *vyayam,* or exercise, has come down through the ages as a reminiscence of the past.

Beginning with the period of foreign domination, i.e., from about the tenth century A.D., interest in physical education was on the decline. The ancient universities of Taxila and Nalanda and many other centers of learning, where a sound correlation and coordination between intellectual, physical, and spiritual education were dominant disappeared. Whatever attention was made to improve the people's physical welfare was mostly by private *garadies* or gymnasiums.

British rule in India resulted in the introduction of western education advocated by Lord Macaulay in his famous dispatch of 1835. McLaren's system of gymnastics came into vogue. Later on, drill, based on the military exercises of the Swedish type and arranged

A class of high school boys at calisthenics



First position of the ordinary "dundhal" exercise

as the officers in charge of education thought fit, was also added. The "drill and gymnastic instructors," as the teachers of physical training were then called, were trained either in the government normal schools or in the private normal schools subsidized by the governments. Athletic sports, cricket, soccer football, and field hockey were also introduced, largely as the result of private effort.

The following remarks in reports of public instruction in the Madras presidency are more or less indicative of the condition of physical education in the country as a whole until as late as the first decade in the twentieth century:

"The instructors have not acquired the art of engaging a number of boys on the apparatus at the same time, and of the time set apart for gymnastics instruction, only a fraction is actively spent by each boy. Most of the time he is watching the others perform. Smartness in moving up to and away from the apparatus is usually bad." (1906-1907 report.)

"The institution of tournaments and cup ties by which it has been sought to encourage games has not been an unmixed benefit. It has even produced an incipient professionalism which keeps the number of boys actually playing games comparatively small. I fear that the bulk of teachers still take little interest in them. The teaching profession is not largely recruited from the athletic sets in the colleges." (1911-1912 report.)

"The weak point of physical education is that those who stand most in need of physical culture get least of it. As Mr. Champion says: 'Drill is lifeless and flabby and gymnastics are confined to the few.' There are a few notable exceptions, but usually many boys in school get little or no physical training at all; less specialization on the parallel and horizontal bars is wanted and more exercise for all." (1916-1917 report.)

The advent of the Young Men's Christian Association inaugurated a new era in physical education history. From about 1915 onwards the physical directors of the Y.M.C.A., many of whom were graduates of the International Y.M.C.A. College, Springfield, Massachusetts, U.S.A., realized that the existing conditions needed to be changed if the physical welfare of the people was to be improved. Through a program of physical training, games, and sports in the associations, through short-term courses in physical education, through demonstrations of physical activities, and through lectures, they tried to create new interest in physical education and to interpret it as understood in the western countries, especially in America. To them should be given the credit for introducing free play, hygienic drill and exercises, and games like volleyball and basketball; for making physical education more interesting, attractive, and useful; and for evolving a method of combining the indigenous exercises like the *dundhals* and *bhaskis* and indigenous games like *Chal-bhai-du-du, Kho-Kho, Atya-Patya,* etc., with the western exercises and games.

The establishment of the National Y.M.C.A. School of Physical Education in 1920 (College of Physical Education since July, 1931) for the purpose of training educated men of high character as physical directors was of the utmost significance and has been one of the main factors in furthering the progress of physical education in the country.

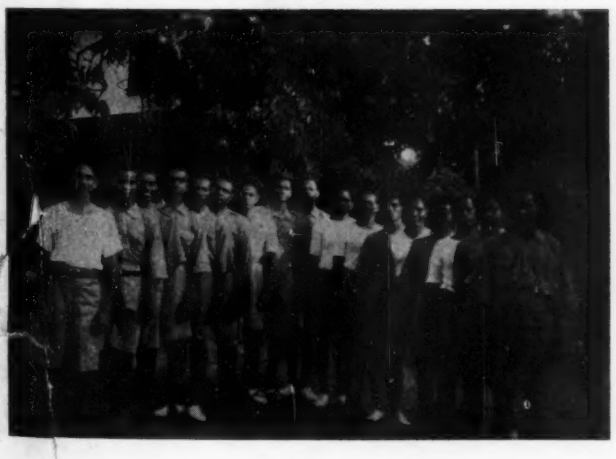
The Present

Dr. J. Henry Gray, National Physical Director for the Y.M.C.A. in India, Burma, and Ceylon, summed up the situation towards the end of 1929—a situation which is more or less the same even now—as follows:

"The statement that India, nationally, is keenly interested in the physical life of her students—both boys and girls—goes unchallenged today. Official action, following a popular demand, has been taken in province after province until a province or native state that has not so acted on this matter is thought of as distinctly backward and is looked at askance by adjoining territories. The reports of the Beasley Committee in Madras, the Burnett Committee in Hyderabad, the Munshi Committee in Bombay, the work and future plans of the Student Welfare Committee of Calcutta University in Bengal, the resolutions passed in the Legislative Council of the Government of India and the Assemblies and Councils of other Governments are sufficient references to prove this point."

The Beasley Committee *inter alia* recommended compulsory physical training in all the secondary schools of the Madras Presidency—a recommendation which was accepted by the Government of Madras and acted upon by other governments in the country. And one of the resolutions of 1929 of the Legislative

Group of Sports Secretaries of High Schools trained by the Assistant Physical Director to the Government during April and May, 1931



Children playing the game of "cat and rat"

Assembly of the Government of India made the following recommendation to the Governor-General-in-Council:

"With a view to remove the defect in character training of the Indian youths as emphasized by the Skeen Committee, steps should be taken as early as possible to provide compulsory physical training and games and drill for Indian boys attending schools and colleges between the ages of twelve and twenty and to provide and encourage the use of miniature rifle ranges."

This does not mean that there is a uniform system of physical education all over the country. A vast country like India with a rich tradition and a system of physical culture peculiarly her own, but exposed to influences from outside, cannot fail to have different systems of physical culture, education, or training claiming supremacy. Dr. Gray says:

"One becomes conscious of the further fact that a large number of the many varieties of physical education that are found in the world are bidding for recognition or a place of prominence here and there and that India is perhaps the *'hot spot'* of all the nations in the world in this particular. In other words, there are, so far as the writer can judge, a larger number of the so-called 'systems' or 'brands' of physical education, culture, or training being exploited and urged at this time in India than in any other country in the world with which he is familiar."

The outstanding of these systems are as follows:

1. The indigenous system emphasizing the *Yoga-Asanas,* Breathing Exercises, *Surya-Namaskars,* exercises with *lezim, karla* or heavy Indian clubs, single-sticks, double-sticks, etc.
2. The physical culture cults of Ramamurthi, K. V. Iyler, Krishna Rao, and others which are similar to those of Sandow, Liederman, Atlas, Maxick, and others in the West.
3. The western systems of physical education, as existing in Europe and America inclusive of Ling's Swedish, Neils Bukh's Danish, Jahn's German systems of physical training, and the Anglo-Saxon systems of recreative games and athletic sports.
4. The systems of physical training as emphasized by the Boy Scout organizations, whether of the Baden Powell or national organizations, and by the military groups through the University Training Corps Units.
5. The Y.M.C.A. system as advocated by the Y.M.C.A. College of Physical Education, whose purpose is:

"To prepare educated young men to conduct programmes of scientific physical education and health education throughout the Indian Empire . . . . . and to share in the general educational and character building process by means of a carefully planned programme based chiefly on the inherent desire for participation in natural play activities."

The Future

Nationalism presses for recognition in India, and the influence of the times is seen in the demand for inclusion of the indigenous system in the schemes of physical education in the country. The ruler of Aundh has ordered that *Surya-Namaskars* should be taught in all the schools of the state; the Gaekwar of Baroda is encouraging the *Akhadas* or native gymnasiums; and the *Shivaji Vyayam Mandals* are emphasizing the necessity for a return to the past. That the indigenous system comes from a hoary past, that it has been formulated by *rishis* or wise men of old, and is therefore complete, authoritative, and unquestionable in its value; that as a system it is unique; that it satisfies national aspirations—these are the reasons urged for the adoption of the indigenous system.

A singing game

On the other hand it is urged that physical education should be, as Dr. J. F. Williams points out, "education of the individual through motor activities that will contribute to organic vigor, functional skills, attitudes favorable to play or recreation, and desirable social and moral conduct." The Y.M.C.A. College of Physical Education is most insistent in giving this interpretation to physical education.

The claims of the various systems are many. The

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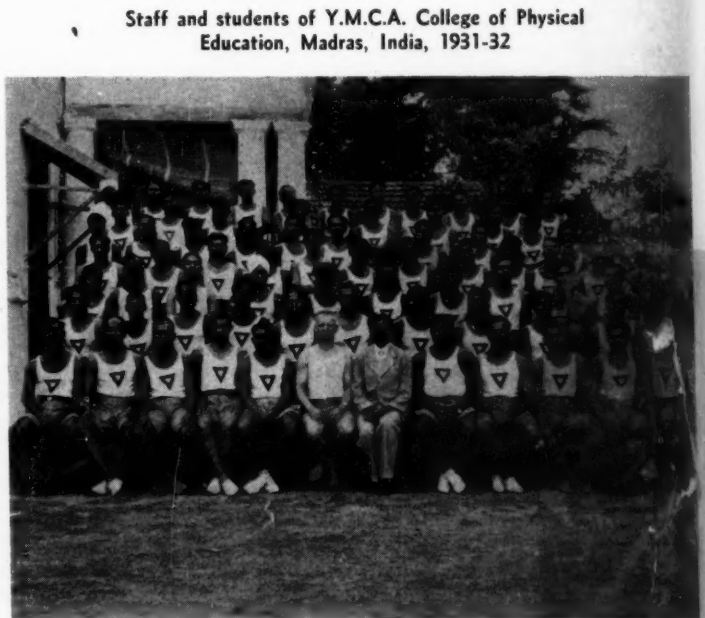
Staff and students of Y.M.C.A. College of Physical Education, Madras, India, 1931-32



The Yoga Asanas—

An Important Phase of Physical Education Practiced in the Indigenous Schools and Seats of Learning in India from Time Immemorial

By

LIEUTENANT P. G. KRISHNAYYA

Director of Physical Education, Pachiyappa's College, University of Madras, India

IN writing this article upon this very important aspect of physical education of my country, my aim is to convey what I have to tell in as clear and simple a manner as possible.* I have endeavored to give more than a translation from the original language, and to interpret the meaning in familiar English terms, which sometimes do not express the full implication of the original. I can only hope that I have not been wholly unsuccessful and that as little as possible has been lost on the way.

The value of the thought of India is daily more realized by western thinkers. The demand for knowledge of its riches grows more and more insistent. The caravans still journey from the heart of India, carrying merchandise more to be desired than gold or jewels.

The attainment of the West has been mainly on the intellectual *practical* side. In the Orient it has been in the development of human *consciousness* with the interesting exception of Japan, which appears to aim at the combination of both and partakes alike of eastern and western mentality.

The values of the East and West do not clash. They are supplementary. It will be well for the world when this is fully realized, and there is free circulation of thought. The faith of a nation is her soul. Her literature is her intellect. Nations that do not meet on these grounds cannot understand one another, and understanding is the most vital need of the present day.

Lately there have been put before the American public in a very striking way, certain social deficiencies of India: the bloody sacrifices; infant marriages; shames and weaknesses of her dark places. It cannot be denied that these exist, but the other side was not dealt with, nor the causes given which would have invited understanding. But persons of philosophic mind would know that the whole story has not been told and that after such a fashion no true appraisal of a nation's value to the world can be reached. And they would desire in either case to examine sources, before any final judgment can be passed. Examination of sources, pertaining to my profession, is what I shall now attempt.

O M—the first word God is supposed to have uttered in this world according to Hindu mythology. This word is uttered to begin any function in India as it is supposed to be very auspicious.

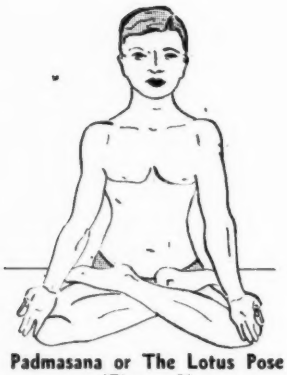
The people who first shaped Indian philosophy and practices were a branch of that mighty race from which the Indo-European races, including the Anglo-Saxon, have sprung. In their own language they called themselves the Aryans that is to say the "Noble People" (a word which still survives in the German *ehre* or honour). Their influence still persists in India and it looks as if it will persist forever.

The aim of education in India has been for ages to make the pupil an all-round man. Health was made an important branch of training. For this the much misunderstood science of Yoga was devised. It includes very truly certain forms of asceticism. But those enjoined for students and young people are far from it. It was intended for everyday life. It is these practices that I propose writing upon.

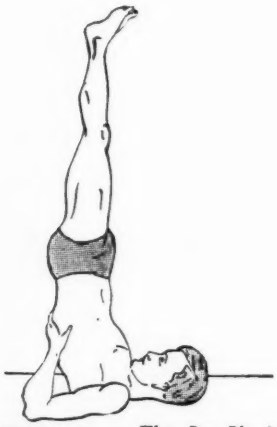
These Yoga Asans have been followed in India from time immemorial in our indigenous schools and seats of learning. Much is claimed for them. As yet no scientific study has been made about them to justify these claims. But they are held in high esteem by the people at large.

I will content myself here by giving a bare description about them. They are, broadly speaking, fifteen in number and are practiced in the order I have detailed. The ancient books that deal with them enjoin upon everyone that practices them to take them with a reverential attitude. There are many aphorisms about this in *Mahabashya* written by Patanjali, the great

*Lieutenant P. G. Krishnayya, Director of Physical Education, Pachiyappa's College, Madras University, India, took his B.A. from his home University and received the diploma of physical director from the Y.M.C.A. College of Physical Education, Madras, India. He came to this country in October, 1931, and joined Teachers College, Columbia University and received his M.A., with Health and Physical Education as his major subject, in June, 1932. He is now working for the doctorate in the same university and expects to go back to his country by next summer. Lieutenant Krishnayya is an officer in the British Army, being one of the few Indians to get the King's Commission.

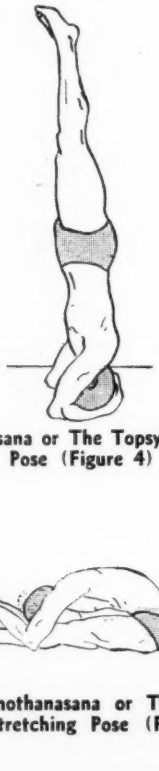


Padmasana or The Lotus Pose (Figure 1)



Sarvangasana or The Pan-Physical Pose (Figure 2)

Matsyasana or The Fish Pose (Figure 3)



Sirshasana or The Topsy-Turvy Pose (Figure 4)

Hindu grammarian of the second century B.C., who codified the ancient systems and knowledge of Yoga. A great stress is laid on changing the mental attitude. This is considered to be a physical step in India because the mind belongs to the phenomenal world, the world as reported by the senses. There must be feelings of good will to all—"peace on earth, good will to men." One must react to no evil, to no ill will. Hunger and desire, the two primal human motives, are to receive the strictest trainings and full directions are given as to the quality of foods and for the disciplining of the re-productive energy. These exercises are to be done in the open or in a room with plenty of fresh air. There should be quietness and an environment promoting tranquility. The books recommend that a loin cloth be used as the uniform. They should be practiced early in the morning before sunrise or in the evening at sunset.

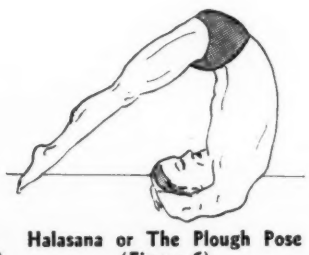
The *Padmansana* or the *Lotus Pose* (figure 1).—This is the fundamental position of all Yogic exercises. It consists of sitting cross-legged, the right heel pressing the region of the pelvic loop and the left heel pressing the region of the cecum.

The *Sarvangasana* or the *Pan-Physical Pose* (figure 2).—At sight the pose in figure 2 suggests certain conclusions. The body is tipped up, the neck is lying flat close to the ground. The trunk and limbs are vertical. It is more or less a shoulder stand with the support of the elbows. The chin is pressed down and rests against the chest. To get this, first lie flat on your back, hold the thighs over the stomach, then stretch them high and lift the trunk and hips vertically, supporting the back with the hands and resting the elbows on the floor. Come to the position as shown in the figure; be calm and serene; let the back of the neck lie close to the floor; retain the pose for a few seconds; and repeat it half a dozen times. Slowly strengthen the duration of every attempt of the pose up to five minutes. Maintain normal breathing while retaining the pose. Try to keep the legs straight.

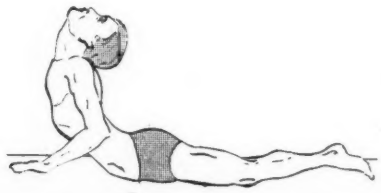
The *Matsyasana* or the *Fish Pose* (figure 3).—Squat with crossed legs on the floor. Then lie flat over the back; with the assistance of the hands make a bridge of the body, the head well pressed back resting on the floor on one side and the buttocks on the other side. Bring the hands over and rest them on the thighs or catch the toes.

Sirshasana or the *Topsy-Turvy Pose* (figure 4).—This is almost a head stand. This should be done on a pillow or some soft material, so as not to irritate the head. Kneel at the near end of the spread. Place the hands and elbows down, fingers interlaced to restrain toppling, palms vertical facing inwards, the elbows forming an angle of sixty to eighty degrees according to convenience of the interlaced fingers. Now rest the center of the head on the spread, neck and head vertical, the occipital region, that is the back of the head, in contact with the interlaced fingers preventing a backward loss of balance. Let your profile form equal angles on either side with the elbows, that is, the face and head must be straight to the front in the topsy-turvy condition. Now raise the pelvis higher from the original position on the knees and gradually draw in the feet towards the face until the back, neck, and head are in a straight vertical line or even inclined to the rear. In this position you can raise your toes from the ground and fold the knees; the calf muscles and biceps of the thighs in contact and the front thighs down close to the body. Now gradually open out and drop the knees and thighs, until the folded legs, back, neck, and head are in a straight vertical line. Open out and straighten in turn the knees away and up from the thighs

Paschimothanasana or The Posterior Stretching Pose (Figure 5)



Halasana or The Plough Pose (Figure 6)



Bhujangasana or The Cobra Pose (Figure 7)

Dhanurasana or The Bow Pose (Figure 9)

until the whole body is well and comfortably balanced on the head. From top to bottom it must be one straight line. While coming down go through all the previous stages in the reverse order, remaining a few seconds in each stage to master it. Maintain normal breathing throughout.

The *Paschimothanasana* or the *Posterior Stretching Pose* (figure 5).—As the name indicates it is a pose which stretches all the posterior parts of the body. It has four distinct stages in its technique. *First stage:* Lie flat on the back over a soft spread. Extend the arms over the head. Breathe in. Raise the trunk and arms and bend over the legs, stretched taut, without raising the knees, which must be kept closely touching each other. Breathe out when you bend over the legs. Try to reach the toes with the outstretched fingers and keeping the breath completely out of the body. Avoid jerking when you lift the trunk, if possible. Go back to the prone position breathing in. *Second stage:* when reaching for the toes catch them with the fingers. Bend the head between the hands and keep it in level with them. Do not breathe, stay in that position from two to ten seconds then lie down as before. *Third stage:* On catching the toes, contract the abdomen and slowly press the head towards the knees, pulling the toes with the arms and lowering the elbows. Breathe out gradually as you proceed towards the knees. Go slowly, cautiously, inch by inch. Never strain beyond reasonable and comfortable endurance. *Fourth stage:* Finally lock the fingers round the toes and bury face between the knees without raising them.

The *Halasana* or the *Plough Pose* (figure 6).—This pose also can be divided into four stages. To begin with, the student lies on his back with his hands kept at the sides touching the floor, palm downwards. He then joins both his legs and lifts them up without bending any part and brings them to that exact position, keeping the trunk down and making an angle of ninety degrees with it. Then without raising the hands from their original position, he lowers the legs, folding them double over the body until the toes touch the ground at the nearest point from the head, at the same time keeping the knees straight. The next stage the toes are pushed a little further. In the third stage the toes are pushed as far beyond the head as possible without raising the hands from the side. In the final stage the hands are removed from their original position and clasped behind the head and the toes are pushed to the extreme limit possible.

The *Bhujangasana* or the *Cobra Pose* (figure 7).—The student first lies face down on a spread with all the muscles completely relaxed. Then he places both his hands on the floor, palms down just beneath the shoulders and elbows up as shown in the figure. Then he lifts up his head and tilts his chin backwards. He contracts the deep and superficial muscles of the back and bends the spine backwards and raises it gradually. In the last stage the spine is bent well back. Pressure of the hands on the floor is advised to be utilized in the finishing stages of the pose. Breathing should be normal while doing this pose.

The *Salabasana* or the *Locust Pose* (figure 8).—The student lies on the floor on his chest with his arms touching the sides resting on the floor. The shoulders and wrists are in contact with the ground with the palms facing upward. Then he takes in a deep breath and retains the breath and stiffens the whole body, lifting the legs, hips, and the lower abdomen. The knees are kept straight, toes pointed inside and up. He retains this for about five seconds or as long as he can hold his breath and then lets his legs

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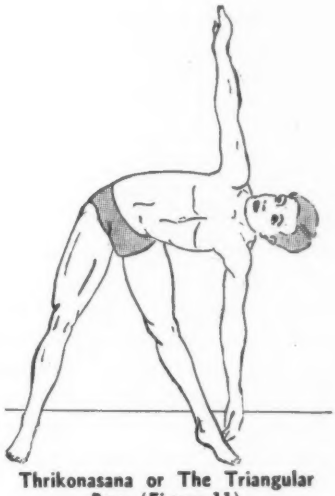
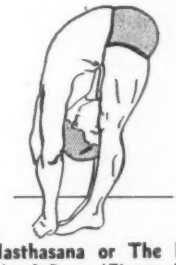
Ardha-Metsyendrasana or The Spine Twist (Figure 10)

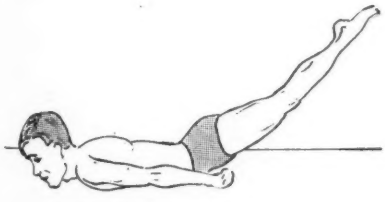


Thrikonasana or The Triangular Pose (Figure 11)



Pada-Hasthasana or The Feet and Hand Pose (Figure 13)

Yoga-Madra or The Stamping Pose (Figure 15)



Salabasana or The Locust Pose (Figure 8)

Mayurasana or The Peacock Pose (Figure 12)

Savasana or The Still Pose (Figure 14)

Trends and Tendencies in Physical Education

By

AGNES R. WAYMAN

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ROUGHLY speaking, trends and tendencies show which way the wind is blowing and point to the direction in which we are going. There are trends in physical education which are dependent upon the trends in education. There are trends in education which are dependent upon civilization. In civilization there are trends which are so apparent that he who runs may read, and which effect our own problems in physical education. Allow me to touch sketchily upon some of the trends in each of these.

We are all familiar with the industrial revolution, the drift toward the cities, the breakdown of the old fashioned home, changes in ways of living, greater freedom in thought and conduct, an increase of the love of the *material* in life, selfishness, greed, dishonesty, graft, etc. With it all has come an acceleration in the speed of living and a mania for speed, together with an ever increasing amount of leisure time. There is constant over-stimulation, emotionally and physically. I am not so certain about it being mental. At any rate, these problems become our problems, and set up an endless chain of trends.

There is a lessening of parental authority and a greater emphasis upon individual freedom. Therefore young people must be taught to think straight, to be unselfish, to be responsible.

There is a mania for speed. Therefore we must educate in poise and relaxation. Our programs of sports and games must encourage more play for the joy of playing, until play becomes a habit, with less emphasis upon championships and records.

There is great increase of leisure time and there will probably be greater. Therefore we must give our young people the tools with which to spend it wisely, games, plays, hobbies, interests. Commercial recreation is making a big bid for their interests.

Many boys and girls have little or no space in which to play, so we must interest cities and towns and rural districts in providing parks, play fields, gymnasia, and pools—in spite of as well as because of the depression.

Many boys and girls do not know how to play, so we must provide trained leadership of the proper caliber.

There is a growing tendency to commercialize play and the play spirit; therefore we must educate the public, as well as presidents and principals, to the educational value of play, to the part it can play in the social life of the community.

There is a growing tendency in some quarters to exploit our girls in various ways, but especially in sports and games. Therefore the leadership in sports and games for girls should be placed in the hands of sane, educationally-minded, unselfish individuals, preferably women.

There are many unwholesome tendencies in modern life, emphasis upon unwise fads and fancies. Therefore we must try to develop in our boys and girls poise and a discriminating sense of values. And is not that pretty much what the whole world needs at present—a discriminating sense of values?

WHILE civilization and society have been feeling the stress and strain of we know not what growing pains, general education, like a supposedly extinct volcano, has suddenly given evidence of renewed life and vigor. Old theories tested and tried for too long are being thrown daily into the discard while we try to meet the needs and demands of a changing civilization.

For instance, until recently we have suffered from mass education, and the general educational curriculum has considered the *average* student almost entirely. Curricula were planned with him in mind, with the great mass of average intelligence, of average mental ability in mind. The exceptional student, the rare spirit, advanced farther, mostly on his own, with but little encouragement. If he reaped enough A's he received a $\phi\beta$K key or honorable mention when he graduated. But he was not especially urged to create, to produce, or to use that extra ability while in school or in college. Today programs are being planned with the *exceptional* student in mind, whole curricula are being torn in shreds, colleges are being reorganized, new colleges founded, so that not only the exceptional student may find work and inspiration to meet his capacity, but so that for everyone there may be greater freedom of choice, more opportunity for individual initiative to assert itself, more encouragement of productive scholarship and creative thinking. In other words, an attempt is being made to meet individual as well as mass needs. We are recognizing the principle of *individual differences* in our educational scheme. And so in general education the weight has shifted from less emphasis upon the average student to more emphasis upon the exceptional student and an attempt at meeting the problem of individual differences. This does not mean, however, that the average student is at all neglected. Rather he, as well as the exceptional student, are both better served by the entire school program

because each student's program is assigned him with a view to his individual capacities.

AS TO physical education: changes in the social and economic life of our country, changes in habits and attitudes, and the changing emphasis in general education could not but effect physical education, its philosophy, and its program. During the past forty years, the moving finger has written, pausing in its writing to underline in succession formal gymnastics, athletics, play and recreation, health education; and now, dipping its pen in indelible ink, it is underlining the *education* in physical education. Only now is physical education being recognized as a phase of education, only now are teachers of physical education beginning to be recognized as educators.

Let me draw an analogy between what has been happening in general education and what has been taking place in physical education. In physical education as in general education there developed a questioning attitude on the part of physical educators, which was one of the best things that ever happened to us—a desire to know more of the "whys" and the "wherefores"—a desire to justify the things we were teaching and the methods we were using or to abandon them altogether. This stirring of the gray matter in our ranks, this restlessness, has not only stimulated those already in the profession to do more creative thinking, but it has brought and is bringing into our ranks more real educators, more real creators, more people with sound educational background and equipment.

To continue the analogy, until quite recently the emphasis in physical education has undoubtedly been upon the exceptional student, the "star" performer. He has received special attention, special opportunities, and special awards. The average students were treated as a mass. If the program fitted their needs, they were lucky. To him that already had was given more, and the girl and the boy of average ability, the girl and boy with special needs, either worked and played as a mass or sat and applauded as a mass. Of course, there were reasons for this, just as there were reasons for the opposite in general educational situations, and the "die-hards" in both fields of education (general and physical) are having a hard time of it. The thing which has happened is tremendously interesting. Just as in general education we finally realized that boys and girls are individuals, each with individual differences. And so, motivated by the same principle, i.e., to meet this problem of individual differences, *our* weight has shifted from less emphasis upon the exceptional boy and girl to more emphasis upon the average girl and boy, while in general education the opposite has been happening. Thus the pendulums are swinging toward each other and we meet upon a common ground—that of adapting our programs, our methods, and our procedures to meet this problem of individual differences, that of adapting the program to the girl and boy and not the boy and girl to the program. This is a recent trend, a milestone in the progress of education as well as physical education. It marks the boundary between the old and the new, and out of this philosophy or theory, or whatever you wish to call it, is developing our new program of physical education.

Out of this problem and its solution, plus a very intelligent and sincere desire to know more about these individuals we are working with, has grown up our testing programs and our rather sudden interest in research. Not only that, but we have also kindly allowed individual preferences to creep into the picture, and our programs are being so arranged as to give more freedom of choice, which is another way of recognizing that individual differences are more than just physical.

It is impossible to think in terms of individual needs without at the same time taking into consideration the (1) sex of the individual, (2) his age, (3) physical condition, (4) his special weaknesses and special abilities, (5) his motor ability, (6) his motor capacity, (7) his knowledge, (8) his habits, (9) his attitudes, (10) the climate in which he lives, and even (11) the time of year. And in addition we must be influenced by his past experiences, his present interests or preferences, and his future opportunities. His needs change as the society in which he lives changes, as civilization changes.

I WOULD say that the whole trend has been and is being marked by a number of milestones.

1. A questioning of our aims and objectives and a setting up of aims and objectives in terms of principles and ideals, in terms of social values, in terms of outcomes, rather than in terms of skills, and the more obvious means to an end. Just as the test of character is found in conduct, so is the test of a good teacher and of a good program found in the outcomes of that program, in the extent to which that program has influenced the lives, welfare, and conduct of those who have been exposed to it, and in the extent to which the aims and objectives have been realized. For instance:

   a. Is there improvement in character as a result of participation in sports and games?

   b. Is there improvement in health and health habits as a result of hygiene instruction, health education, and a required program of physical education?

   c. Has good posture come as a result of posture training?

   d. Has student responsibility in connection with sports and games resulted in real leadership?

   e. As a result of the intramural program have students gained a real joy in play, etc.?

In other words, has participation in a program of physical education built into the lives of the students better habits and better attitudes as well as greater knowledge and improved skills?

2. A re-definition of physical education and an attempt at a differentiation between health education and physical education. We will not enter into that discussion.

3. A greater interest in the whole child.

4. More emphasis upon habits and attitudes as objectives, as opposed to mere knowledge and skills.

5. A greater emphasis upon health knowledge and its application to everyday living as opposed to formal hygiene teaching, and in this connection the development of a health consciousness which does not make health the main objective in the student's mind, but lets him see it as a by-product of right living and right thinking.

6. A greater interest in the motor moron, the physical illiterate, as well as the boy and girl with physical handicaps. As President Hoover said, "Each handicapped child should be regarded as a potential social asset and not as a liability." It is for us to try to develop his potentialities.

7. As in general education, there has been a struggle between the formal and the natural, with a swing away from formal gymnastics, except for remedial and corrective purposes.

8. A quickening of interest in child health and a recognition of the fact that the *whole* child comes to school. The White House Conference stimulated that greatly.

9. A quickening of the interest in research brought about partially by the train of activities stirred up by our recognition of individual differences. This has resulted in—

10. A tremendous interest in the field of testing and measuring, which is just in its infancy. In fact, most of us do not know what it is all about, even though we are determined to know more. As Abe Martin said, "It h'aint so much what we don't know that ails us as it is that we know so much that h'aint so." Thus we have tests to determine organic and physical efficiency —whatever that is—fitness, motor ability, motor capacity, athletic capacity, skill tests, classification tests, achievement tests, prognostic tests, diagnostic tests, and we are trying hard to develop some tests for rhythm. We are gradually defining our terms, building our testing techniques, research techniques, new terms, new nomenclature, and gradually developing a whole new field in physical education and a new type of physical educator—the research type—not the teacher type. We will gain a pace on general education, if we confine our pure research people to research instead of requiring them to teach.

At any rate the present trend in colleges at least is toward individual prescription in physical education, which takes into consideration the student's past experience, present skill and ability, preferences, and his physical condition and physical needs.

At Barnard College the freshman is subjected to the following testing program.

1. She presents a medical blank filled out by her family physician before entrance.
2. Upon entrance, before classes begin, she has
   a. a physical examination,
   b. a medical examination,
   c. a conference with general checking up and explanations.
   d. a swimming test for classification purposes.

After classes begin, she has
   a. a motor ability test,
   b. a habit-interest-trait questionnaire,
   c. an experimental rhythm test,
   d. later silhouettographs if posture indicates need.

As a result the instructor knows
   a. something about her weaknesses, defects, and strong points.
   b. something about her body mechanics,
   c. something about her past history,
   d. something about her health and her health habits,
   e. something about her past experience in the field of physical activity.
   f. something about her preferences in that field,
   g. something about her hobbies—her complaints—her interests.

This gives a fairly good picture of the freshman student's motor capacity and what to expect of her. With that in mind her physical education program is planned. It may be only *rest*. But without being made too self-conscious, the girl is made intelligent regarding herself and her cooperation is sought. Each student buys a syllabus which contains information and explanations with charts for checking results of tests and keeping records.

The present danger is of course in over-testing, spending too much time in testing, and depending too much upon the results of tests.

11. In men's and boys' athletics, there has developed a trend against over-emphasis, against commercialization and exploitation of boys' athletics, against neglect of the mass of students, and a tendency toward the development of wider intramural programs, with evidence of a desire to be guided by principle and by the greatest good for the greatest number. However, if the type of men now coming into the physical education field can continue to influence the situation, in time we may see the searchlight disappear from the grandstand and a flood light playing on the athletic field. There is a fast growing tendency toward wider intramural programs for boys as well as girls. This will mean the employment of intramural directors and instructors who have been educated for the job, men who have skills and abilities and who can do the thing well, but who also have had training in principles, methods, organization, and administration—men of vision who know how interesting and valuable an intramural program can be, and who know how to motivate it to make it so.

12. Just as educational requirements are being challenged all along the line, so the requirements in physical education are being challenged. As the depression progresses or we feel the accumulated results of it, physical education will be challenged further—not for scientific reasons, but in order to help decrease the budget. Can we meet that challenge?

Some of us are honestly questioning our college requirements in physical education, not because we doubt their wisdom, not because of the depression, but because we want to justify them. What we are questioning is the basis for our requirements. Are our bases sound?

Should the requirement be merely a *time* requirement, or an *achievement* requirement, or a mixture of both? If an achievement requirement, what shall it consist of? Both the Eastern Society of College Direc-

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Physical Education in a Progressive School

By

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DURING the first 1932 Summer Session, Alabama College, Montevallo, Alabama, held a demonstration school sponsored by the Progressive Education Association. This school was organized for the purpose of demonstrating progressive education principles. It was the first time a demonstration school sponsored by the Progressive Education Association had been held in the South for teachers in the field. The staff consisted of four guest teachers from the Tower Hill School, Wilmington, Delaware, three Alabama College Training School teachers, and music and physical education teachers of Alabama College. Children of the first five grades of the Training School attended school daily for a period of five weeks.

Before school started, all the teachers met together for a discussion of the work to be presented. The underlying basis of the program for each grade is a selected unit of work, the center of interest out of which all activities evolve. Before any special teacher can plan her work she must have a thorough understanding of just what each regular teacher and the other special teachers are going to do.

Any good physical education program is of necessity based on the age characteristics and needs of the individual group for whom the program is being planned. With the plan outlined by the classroom teacher in mind the problem of the physical education teacher was to plan an all-round program that would fit into, correlate with, and help round out the selected unit of work. Perhaps the most interesting fact which grows out of a program planned along the principle of the new education is that the children almost wholly outline their own program with the help of the various teachers. As interest is developed one thing grows into another. One can see that the program might easily be too flexible and unbalanced if not carefully thought through and planned. The special teachers must visit classrooms frequently to keep up with the developing unit of work and frequent conferences with all teachers are necessary.

I feel that any well-planned, well-rounded physical education program based on the aims and objectives of general education and the age characteristics and needs of all will fit into the scheme of progressive education if the instructor will study the different units of work and will cooperate with all other teachers. Perhaps the presentation of such a program is less formal than under any other plan of education. The children's imagination is stimulated to a greater degree, their interest in the activities should be greater, there must be more cooperation between everybody concerned, and above all, the physical education instructor must have a good professional background and a thorough and sympathetic understanding of children so she can adapt herself to all suggestions and questions of the children or she will be utterly at a loss.

The units of work as centers of interest selected for the various grades were:

First Grade ..... "The Circus"
Second Grade ..... "Dairying"
Third Grade ..... "Cotton"
Fourth Grade ..... "Summer"
Fifth Grade ..... "Vikings"

I shall give the content of the program for each grade. We were handicapped to a degree because the time was so short. The lower three grades came to the gymnasium three times a week for a period of twenty minutes, the upper grades came twice a week for a thirty-minute period.

The children came to the gymnasium for classes during the five-week period. During the year all Training School physical education classes are held out-of-doors so there is little opportunity for rhythm work. During the summer the heat is intense. Consequently all classes are held in the gymnasium. There were always observers present. Frequently they remained after the children left. Then too, each day there was a general discussion hour where questions were asked and opportunity given to clarify difficulties. In this way, many points which seemed to be problems were talked about and visiting teachers were led to see the *why* and *wherefore* of many things. Often things they suggested were tried out.

"The Circus" as a unit of work or center of interest for the first grade has unlimited possibilities. The vivid imagination, the interest in dramatization, impersonation of animals, nature, and people, and the interest in activity for the sake of activity so characteristic of this age provided sources of never-ending interest. During the regular classroom hour, the activities of the various animals, their habits, their manner of locomotion, et cetera, were discussed. The activities of the clowns, the trainers, and other persons connected with circus life were studied and discussed. Consequently, the gymnasium was a laboratory where all the things talked about might really be experienced. Sometimes arrangements the children thought might be worked were found to be impractical when actually

The first grade circus animals which took part in the circus parade on the closing day of school. The ideas and much of the fashioning came from the children.

tried out. As a result, after a bit of discussion more feasible plans developed.

Rhythm work linked up with dramatic activities was the chief source of interest. These children had had some work in rhythm, so when music of slow even tempo was played they were inspired to impersonate bears, elephants, camels, et cetera. In the beginning, individual reaction to the music was characteristic of the work but after clapping out the rhythm and trying different activities, one animal was found to walk best to that particular music. In this way, the elephant's part of the circus parade was developed. Then the camel's hump was made by arms folded over the upper back. The bear dance was enjoyed by all the participants. Some children danced on all fours, others on just two feet, holding the hands as paws.

Imitating the action of horses was real fun. The children listened to the music, clapped, and then experimented. Sometimes they were high-stepping proud horses, then galloping horses, and sometimes different combinations were tried out to the same music. In the beginning, the children counted off by fours—all number ones doing the same thing the length of the gymnasium, number twos something else, and so on.

One of the things the children liked best was the "circus band in parade." As the children marched into the gymnasium to a good march a "drum major" led the band. In the beginning, the instructor sometimes led. Sometimes the children were drummers, buglers, cymbal players: sometimes they just clapped in different ways. Then again instead of having everyone "play" the same instrument, each played what he wanted.

Perhaps the most interesting self-testing activity was the "tight rope walking." In the beginning each child used one board in the floor as his rope. A chalk line was drawn to enable him to see more distinctly just where he could walk. The children struggled, balanced themselves with their arms, made grimaces in a most realistic fashion. Then we used balance beams and this added a great deal of fun and skill. Music was played during the "tight rope walking" to lend a real "circus air." The children that were clowns took forward rolls off the balance beams (mats were used). Sometimes two children started at opposite ends; they had to tax every bit of their imagination and all of their sense of balance to go just half way and then turn around without falling off.

Stunts consisted chiefly of things clowns might do, namely, forward rolls, wheel-barrow, knee-dip, cartwheels, and wicket walk. Sometimes "animals" tried the above too. We used mats which the children carried. They placed them where they thought they ought to be and put them back when they had finished.

The stall bars were used as "trick ladders" and proved to be very interesting. The children climbed them, then jumped down into "nets." Ropes were used once or twice so the monkeys could swing.

As a "grand finale" the last day of the five-week

The elephant and the giraffe in the process of construction by the first grade.

session, the children planned a real circus parade in costume. Most of them made their own costumes. The elephant and giraffe were as realistic as could be. There were clowns, seals, camels, bears with their trainers, lions, monkeys, horses, leopards, and numerous others.

All in all, the gymnasium was a place where the children could try out the various things they had learned and where they learned that animals as well as children can do things to music. They learned that clowns must do things correctly so they would not be hurt, that tight rope walking requires skill, and that only when they listened to directions and then tried things could they be successful.

The children were apparently very interested. The work was informal to a degree. The children understood, however, that the physical education period was not a free play time but a period when much must be accomplished. Although the prevailing atmosphere was one of informality, things were never disorderly. The children felt their own responsibility keenly and were usually so interested that there was no discipline problem.

"Dairying," the selected unit of work for the second grade seemed at first almost impossible as far as correlation with an all-round program was concerned. I asked the children for suggestions. They offered two —first, that we do dances that dairymen would enjoy and, second, that we do things which would make them strong so they could do their work more efficiently. These ideas were the basis of the program for this grade.

The dance selected was "A Hunting We Will Go." It proved to be fairly simple but was enjoyed. A great many self-testing activities, namely, forward rolls, wicket walk, cartwheel, knee dip, beam walking, and some free play on apparatus, were used. The stall bars were used as ladders to the hay mow. Sometimes they climbed up and down in relay fashion, trying to see which dairy group could go the fastest; sometimes they climbed to the top then jumped down into the hay on the floor (mats). The balance beams were used as rafters in the barn, which the children tried to walk. If they fell off they landed in the hay, but the real test was getting all the way across.

The children visited the college dairy. Between the campus and the dairy is a small stream. One day while observing the children after they had gone on such an excursion I heard them talk about various things they had seen. Children of this age like to imitate "real things." The next time the children came I told them that several of us had taken a walk to the dairy the day before and on the way we had seen some frogs sitting on some stones in the brook. These frogs just sat and looked at us. When we started away, however, they became frightened and jumped away and so on. After the "story" was finished the pianist played the music. The children just sat, then clapped when

The second grade room whose "center of interest" was "dairying." The second grade program in physical education was based on this "center of interest."

the frogs jumped. Soon one child after the other jumped when the music said "jump" and just sat and blinked their eyes when the music suggested it. For the jump the legs were kicked out sideways and the arms flung sideways upward. The "sitting" was done in a squatting position. In a similar fashion we developed a duck and horse dramatization. The desire for adult approval so characteristic of this age was very obvious.

The third grade center of interest — "Cotton" — though typically southern was not "typically" a basis for a good physical education program. Both the boys and girls of this group liked rhythm work and asked for it. During the year there is comparatively little opportunity for rhythm work. The summer school group was small so we decided to take advantage of the opportunity and give folk dancing almost entirely.

The first dance learned was "Peas Porridge Hot." I told them that a New England cousin had come down and taught me a dance that children in her part of the country liked to do and asked them if they wanted to learn it. Fortunately, they answered in the affirmative. To add a little more enjoyment to the dance we did it using hands for the clapping the first time, then repeating by sitting on the floor and using feet.

Then the children asked if they might do some relays so they could teach them to the "pickaninnies" who were on the plantation. Various relays were played. They also wanted to do things that would make them stronger so they could better work in the gins. Children of this age are interested in self-testing for the sake of doing rather than to show off and are interesfed in measuring themselves against others. We used activities suggested in Neilson and Van Hagen, *Physical Education For The Elementary School,* and La Salle, *Play Activities For The Elementary School.*

For the program to be given the last day of school the children wanted to learn the minuet. It was a bit difficult but these children seemed to have an unusually keen sense of rhythm.

The fourth grade children decided that one thing everyone did during the summer (their selected center of interest) was to go on excursions or picnics. Consequently we decided that the physical education period would be devoted to physical activities which one would enjoy doing while on such a picnic. This again gave us a wide range of activities but the time was limited as the class met only eight times.

The team organization in this grade was a bit of a problem. During the year the boys and girls had been in separate teams but progressive education makes no difference between boys and girls. In undertaking to carry out this idea two teams were chosen by counting off so that each would have both boys and girls on it.

With these two teams as a nucleus we planned competitive games, relays, and folk dancing. We often kept scores from day to day.

(Continued on Page 57)

National Aspects of Physical Education

By

RANDALL D. WARDEN

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A RECENT article in the *New York Herald Tribune* described the unusual importance attached to physical education by the Hungarian people. In Hungary, physical education is encouraged by the state through appropriations of money and by laws which make it compulsory to engage in athletics and gymnastics from the kindergarten until the age of twenty-one. Moreover, it is a misdemeanor, punishable by fine, to be absent without cause from the daily physical activity. Parents, guardians, and employers are alike subject to fine if they fail to cooperate with the state in carrying out the law.

The reasons back of this intensive movement are, according to the Regent of Hungary, "The economic difficulties arising from the precarious situations of our country and the spread of epidemics with the consequent injury to the health of our nation. We owe it to the future of the Hungarian Nation to end this state of affairs with the exertion of our entire strength and to bring up a healthy and more vigorous generation."

In reality, we know that this means Hungary is trying by a very ancient formula to preserve its national status and, as a free country, to build a manhood able to protect itself from the aggressiveness of predatory neighbors.

Germany, in the last century, used the same means through the development of the national Turner movement to build one of the greatest nations on earth, a nation whose manpower made it possible in 1914 to battle on almost equal terms four and later five of the strongest nations in the world.

But this is all familiar information to those who read the pages of history. Did not Sparta live and dominate because of her education of the physical man? Did not Athens rise to supremacy and add an unrivaled art and culture because of her equal emphasis on music and gymnastics?

Rome conquered the world because her senators were insistent in compelling a trained citizenry. As long as the Romans hated ease and laziness, they prospered. It is an old saying that the early Romans feared idleness more than the enemy.

History points the way to national greatness with a vivid kaleidescopic picture of events. Each nation, as it parades in glory across the screen of time, slowly fades out in exact proportion to the weakening of the tone of its physical and moral fiber through luxury, laziness, and love of ease.

It is told that before the fall of Rome, there were great apartment houses throughout the city where thousands of Romans lived, supported by the free distribution of food and drink from a paternal government. These people were kept happy and contented by the frequent spectacle of returning Roman conquerors, a Hippodrome entertainment, or a gory gladiatorial contest. Slaves did the work of the city. Gladiators furnished the frenzied entertainments. Mercenaries filled the ranks of the army. The free Roman people, the farmers, the agrarians, had moved into the city to live in apartments and see the sights.

The present time may not be a close analogy to the fall of the Roman Empire but in these days of easy, labor-saving contrivances when automobiles will carry us to the next block or telephones will bring us the necessities of life, are we not justified in looking rather closely at the past to be able to build for the future? If we do this, it is evident that we need a "Stop, Look and Listen!" semaphore such as Hungary has discovered and has acted upon.

The world of 1933 is undergoing grave political, economic, and educational changes. Some of these experiments we know will fail. Who has the temerity to assert that treaties, disarmament, or technocracy will bring about universal brotherhood and unity in the light of 2000 years of world experience? From this experience we do know, however, that physical education will develop a powerful nation able to protect itself.

Thus in this present period of reorganization, when we know that the rugged heritage of our pioneer ancestors is slowly being weakened by our growing luxury and the marvelous development of mechanical shortcuts which ease the difficult chores of life, it behooves the people of America, the descendants of those sturdy pioneers, to adopt measures of national health security with which we do not have to experiment.

Education which reaches twenty millions of children must be effective. It can be made superlative in building strong and healthy citizens if we emphasize physical education and let the natural interest of the pupil in physical activity give a richer and more natural development to the business of learning.

How can this be done? How can the physical director use the driving force of popularity to help him in building up national health and physical and moral stamina?

By capitalizing interest! Educate through interesting projects of the student's own initiation. By developing health clubs; clubs for postural improvement and social improvement; apparatus and advanced gymnastic clubs; dancing, rhythmic, and pageantry clubs; archery, bowling, and hockey clubs; riding, hiking, and camping

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The Physical Education Requirement in Colleges

DURING the past year there has been considerable discussion over the question of requiring physical education on the college level. The agitation is not a result of the economy wave, as might at first be suspected, but rather of a liberalizing tendency to make the school curriculum more flexible, more inviting, and more adapted to individual needs. The aim is to make education interest-compelling and self-motivating. To that end, compulsion is viewed as merely a temporary expedient to introduce the student to the opportunities that are offered him and to give a groundwork in the tools that will be needed for later self direction. Once sufficiently acquainted with these opportunities—whether in the nature of school equipment, subject matter, or activities—the student is encouraged to exercise his own choice in the follow-up process. In other words, within the general requirement, generous leeway for individual option is offered.

It is because modern physical education offers such wide opportunities for individual choice, rather than because of criticism of physical education for itself, that the question as to the advisibility of placing college physical education on a voluntary basis has been advanced for serious consideration. It is a timely question and not an unfriendly one. The faculty members arguing for voluntary physical education are not unusual in their views, since expressions of this nature are frequently heard among the members of our own profession.

The voluntary proponents base their arguments largely on the fact that physical education is now required by law in the public schools with the result that students come to college with the necessary skills and interests in physical activity already well developed. This thesis naturally leads to the conclusion that if the colleges offer sufficient variety of facilities and programs, the student will of his own inclination carry on those specialized interests he acquired in his later high school years. In this connection it is contended that most colleges today extend such opportunities to the incoming student and the rapid rise of the intramural movement is given as evidence of the drawing power of *voluntary* participation.

These arguments are all sound insofar as they are true. Today, however, the picture of the incoming freshman student is far from presenting such an ideal situation. This imaginary student does not always present abounding health, does not always quickly seek the chance to play in an intramural game, does not always prove so versatile in recreative sports that he finds unaided the way to the tennis courts or swimming pool. To the contrary, the ideal student in these respects is very much the exception rather than the rule. That the physical education laws are far from being 100 per cent effective is shown by the fact that students of certain high schools are much more advanced in health, physical poise, motor skill, and recreative interests than are the students of others. It is still a fact that sedentary students will not take the time to become acquainted with physical activity if it is optional and will overdo on the academic and non-social side of college life.

These facts, however, do not prove the case insofar as the requirement of college physical education is concerned. Even though the requirement is still needed it can no longer be one that considers students in the mass rather than as individual cases. The mass activity program of the college has only too frequently repeated the mass activity program of the high school so that the taking of exercise is about the only thing that can be claimed for it. Physical education, however, is more than exercise as a muscle builder or a circulation quickener, regardless of the value of these ends for themselves. Physical education also has health knowledge to impart, has group experiences to offer, has the joy of effort and achievement to give, has the teaching of skills in lasting recreative interests as its responsibility, and should develop appreciations from the standpoint of a spectator and reader of sports, as well as a participant in them. In short, physical education is a means to the attainment of the complete living which the Greeks called *Euexia,* a state of bodily and mental well being and vigor.

Viewed in this light, physical education can present a case similar to other subjects of the college curriculum. In general, freshmen are not allowed entire liberty of selection in other subjects. Pre-requisites are necessary before the electives may be chosen. So with physical education. The privilege of selection should follow on the completion of a certain groundwork of physical abilities and knowledge. The student who comes from high school well advanced in physical education experience should have this superiority as an asset in his favor. He should, if the case warrants, be allowed liberty of selection at once, just as the student presenting advanced work in an academic course is not compelled to repeat the basic courses again.

In the final analysis, the colleges are now faced with the necessity of developing measurable subject matter, of setting up standards upon which the privilege of selection will be based, and also of establishing definite levels of attainment to satisfy the requirements of

physical education on the college level. A new order is in vogue for college physical education, and physical educators must apply themselves wholeheartedly to the task of keeping pace with it.

The Union of Education and Recreation

THE news notes in the Mid-West section of a previous issue contained an announcement of a demonstration given by one of the Kansas schools. In connection with this announcement the following significant statement appeared: "The Physical Education, Art, Music, and English departments collaborated in the production of this demonstration program." The significance lies not only in the fact that physical education is correlating its program with that of other departments of the school, but also in the fact that such a project as the one undertaken represents a real educational enterprise which the students and teachers working together have built up, shared, executed, and enjoyed. Here is no memorizing by rote from textbook or blackboard, here is no lesson assignment abstract even when completed. The educational assignments in which the student engages with enthusiasm, those which are purposeful and have meaning to him, those in which book knowledge can be actually applied, those in which responsibility is delegated, in which teamwork is needed for the final success—such assignments approximate life itself and give creative training to the students taking part. Such experience is really lived, and, unlike the vicarious experience gained from books alone, is not easily forgotten. Truly it is an educational experience that answers the challenge of L. P. Jacks, the English philosopher, for a "co-education of mind and body"; or, expressed in another way, for the "synthesis of education and recreation." According to Professor Jacks, "to understand the meaning of education and of recreation we must see the two in union and not in separation. The education which is not also recreation is a maimed, incomplete, half-done thing. The recreation which is not also education has no re-creative value. . . . To see education and recreation in their theoretical unity does not carry us very far. What the world needs today is the union in practice."

Cooperation in the School Health Program

WHETHER good health is regarded by us as a direct aim, or as a by-product, it is a desirable objective of education. The disintegration of pupils' experiences in high school, due to its highly departmentalized organization, is an impediment to the continuity of health training which we should endeavor to overcome. Some plan is needed to carry the health program into and through all the pupils' school life, and to help to make healthful living a part of the whole day. The White House Conference on Child Health and Protection emphasized the importance of concentrating the efforts of all upon the growth and development of the *whole* child. The more individuals we can interest actively in the school health program, the more effective its results will be. To this end physical educators and health educators should see that a "School Health Council" is organized and functioning in the high school in order to enlist many teachers, officials, and also leaders among the students, and to mobilize their favorable action.

Our "Professional Objectives," broad in scope and varied in technique, as well as many other important health activities, may become active movements in each school community through the leadership of the various members of the "School Health Council." This plan may double, triple, or quadruple the number of persons active in the program, and increase many-fold cooperation in obtaining good results. The plan is used successfully in many high schools and is suitable to all departmental schools, large or small. Here is an opening for leadership and for cooperation between all specialists and teachers in a common educational objective. —By *A. P. Way, M.D., Assistant Director of Health Education, New York City.*

"Burgoo"

IN THOMAS Fuller's *Gnomologia,* there is reported an old proverb: "Nature never meant us for play and recreation." The good doctor in 1732 thought this statement either true or significant enough to print in his book. It has doubtless cast its shadow over many of the impulses of man and helped to mold the form of western thought, customs, speech, and national conventions. In these days of recrimination, disappointment, and human tragedy of severe proportions, we may not be powerful enough to establish a different mood, but may we not play awhile just to energize our high resolves and dedicated purposes.

The epithet that so aptly characterized an earlier England could never be applied to America today. We are far from *Merrie.* Why not attend the National Convention at Louisville and meet old friends? Why not dance a bit at the Brown Hotel? Why not "dip a finger in the stew" that Taylor will provide for us at the Southern Burgoo? The groups can be seen gathering on one of the hilltops dominating the city of Louisville and the great valley of the Ohio. The sun is slowly sinking in the West as we lift up our eyes unto the hills from whence comes strength for other days ahead. There are friends around the camp fire, snatches of cheery conversation, play, and games. The twinkle of lights in distant homes reminds us of the children throughout the land that want our leadership.

The Burgoo seeks to promote friendliness, to provide fragrant memories, to gather all together for a few hours of laughter. Will you not come? Perhaps we should be reminded that the commodity price index will not rise because of our smiling upside down, that gloom will never requite losses of another day.

Can you hear the delegates singing? Isn't that *Auld Lang Syne*? Surely I hear the words,

> "A leash of teal, a thumping goose, as heavy as a swan,
> He ought to wear his waist coat loose—"

April 28th has a covenant with you for "Just a song at twilight—." Will you keep it?—By *Jesse Feiring Williams, M.D., President of the A. P. E. A.*

The Subject Matter Inherent in Physical Education Situations

By

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THERE is a large mass of subject matter that should be learned by boys and girls as a natural part of the physical education activities in which they participate. The emphasis on the conception of education as growth, the recognition of the fact that the entire organism reacts to each situation, the accepted beliefs concerning the growth of human personality, the widespread development of a spirit of inquiry, and the insistence on the necessity of recognizing individual differences, all tend to point out the responsibility of physical education for making a broader contribution to the education of boys and girls.

Education has been variously defined as being a process of growth, adjustment, discipline, culture, and preparation for future living. As interpreted by the sponsors of each of these philosophies of education there are no doubt many points of agreement and overlapping in all of them. The philosophy of education which seems to be the dominant one in America at the present time conceives of education as the growth and development of experiences, and holds that the motivation for all purposeful behavior consists of wants resulting from experiences.

The Whole Child Must Be Considered

Much emphasis has been given in educational writings in the last few years to the apparently established fact that each experience of an individual involves the entire organism. It is not possible to isolate certain experiences as being exclusively intellectual, emotional, spiritual, or physical. Since each experience of a person brings about a change in the whole organism it is believed that educational efforts should not be limited to the traditional type of isolated learnings which are commonly sought by teachers of different subjects. Recognition should be given in education to the characteristics and needs of the whole child as a complete organism and to the close relationship which exists between behavior and the situation in which the behavior takes place. Each child is a composite result of all his experiences combined with biological and social inheritances which have been handed down to him.

Problem Solving Promotes Growth

Growth takes place through the solution of problems by means of critical thinking. When a new situation presents itself the way of reacting is partly old behavior patterns and partly new ways of behavior which are contrived to meet the new situation. This contriving of new ways of behavior to meet novel situations is the result of constructive thinking. There are two ways for teachers to help pupils solve their problems. One of them is for the teacher to dominate the situation, prescribe the method of procedure, and make sure that the pupils follow the prescribed method. This type of authoritative control is stifling to the initiative and interest of the pupils and is not conducive to the most growth. The other way in which teachers can help their pupils in the solution of problems is to lead them in recognizing the problem clearly; in proposing the possible solutions; in choosing the most promising solution and trying it out; and in evaluating the results. This method stimulates activity on the part of the pupils, causes them to evaluate their behavior in the light of the possible results, and contributes to the growth and integration of their personalities.

An attitude on the part of pupils which causes them to depend almost entirely on the teacher to supply the data and information needed for the solution of problems is probably the greatest hindrance to their education. A spirit of inquiry, a habit of questioning, should be encouraged by all teachers. An attitude of wanting to go to the bottom of things, an insistence on having data and facts to substantiate claims, serve as drives for the self-development of individuals. Every teacher should, through continuous study and critical thinking, strive to achieve the broad fundamental preparation and skilled insight which will enable him to lead and advise his pupils in following out their various interests.

Individual Differences Must Be Recognized

Each child is a unique personality. No two children are exactly alike. Each trait or characteristic of a person develops at a different rate and there is a wide range of rates of growth for each trait among individuals. In practically any group of children any trait, characteristic, or ability will form a distribution ranging from the individuals who have almost none of the trait to the ones who possess it to a high degree. A group of children of the same chronological age will vary widely

in physiological age, size, organic development, emotional maturity, esthetic appreciations, motor ability, and nearly all other traits or characteristics. There is practically no activity which is carried on in school or elsewhere that depends on only one trait of the pupils. It is clear, therefore, when the differences in all the traits which make up human personality are taken into consideration, that every child is practically sure to have interests and needs which are different from every other child. In planning a program of physical education and in teaching it is essential that we get away from the habit of thinking in terms of groups of children and think in terms of each individual child.

Solution of Problems Requires Subject Matter from Various Fields

In order that physical education may make the maximum contribution to the all-round growth of boys and girls, it is necessary that situations, including equipment, administration, and teaching, be provided which will facilitate self-directed pupil activity. The activity of the pupils should be guided by teachers to the end that the children will attack intelligently the solution of pertinent problems, develop a spirit of inquiry, and engage in activities suited to their needs and within the range of their abilities. In providing this type of guidance well-prepared teachers will find it necessary to invite to the attention of pupils a wide variety of subject matter from the various fields of human knowledge. It seems reasonable to assume that the search for such knowledge in each instance should extend only to the length necessary for the solution of the immediate problem at hand. It is likely, however, that interests may be stimulated in some pupils which will lead to a great deal of additional study. In connection with many situations in physical education the volume of subject matter, which seems pertinent, is so great that the teacher of necessity must make a selection of what seems to be the subject matter of most importance. This problem of selection of subject matter is best met under present conditions by accepting on the basis of philosophy certain criteria by which to judge content. An opportunity for a great deal of important research is offered by this problem.

If physical education teachers expect to help their pupils solve the problems which arise in connection with their daily experiences in physical activities, they will have to be persons with a broad and liberal education. Rule of thumb procedures based on a limited amount of observation and practical experience will not suffice. Successful teachers should be familiar with a fair cross section of the larger fields of organized knowledge in addition to being experts in a special field.

Teaching Playground Baseball

The teaching of playground baseball to junior high school boys provides an illustration of the subject matter needed to solve adequately some of the problems which arise in physical education. The construction of the diamond requires a knowledge of the meaning of "right angle" and the ability to use the common methods of constructing right angles. An understanding of tables of standard weights and measures is necessary to describe accurately the bats, balls, and other equipment. Ability to find percentages is essential in order to determine individual batting and fielding records and team standings.

In connection with the practice of base-running, batting, and other fundamentals, boys are often interested in learning something about the source of human energy and how it must be expended to overcome resistance in executing the different skills. This involves an understanding of how energy can be transformed from one form to another; how food must be oxidized in order that energy may be set free to meet the requirements of vigorous activities; the fuel values of the three classes of foods as expressed in large calories; the functions of the various food constituents in building tissue and yielding energy; and the quantity and quality of food suited to individual needs. The care of the feet, how to prevent ringworm, the importance of wearing hygienic shoes and stockings, and the necessity of maintaining a straight foot position in order that the superimposed weight may be carried on the outer side of the foot might also be taught as the occasion arises.

There is a great deal of subject matter from industrial arts, social studies, English, and science, especially physics, which might naturally contribute to the solution of the problems which arise in connection with teaching playground baseball. Industrial arts should help the junior high school boys, who are interested in playing playground baseball, to obtain the knowledge and develop the skills which would help them to make bats, a box for the baseball equipment, the pitcher's slab, the wooden and canvas bases, the foul line markers, and a scoreboard. Oral and written reports on the origin of baseball, writing a letter to the publisher or sporting goods dealer for the purpose of ordering a book of rules, oral discussion of the rules and their interpretation, oral discussions by members of the class on criteria for the selection of a captain, a debate on a question, such as "Must a fast base-runner always be a fast dash man," and reports on the methods and form used by famous baseball players, are examples of the opportunities which playground baseball provides for teaching English subject matter.

The election of a captain, abiding by rules, recognizing the justice of penalties, respecting officials, playing together for the good of the group or team, and securing money to buy equipment are activities which encourage the teaching of lessons which are usually believed to be primarily in the sphere of social studies. Teaching fundamentals, such as throwing, catching, and batting involves the use of some of the rules of physics. The rules for which there is a need of a simple explanation include acceleration, velocity, momentum, force, and inertia.

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Social Dancing as a Project in Physical Education

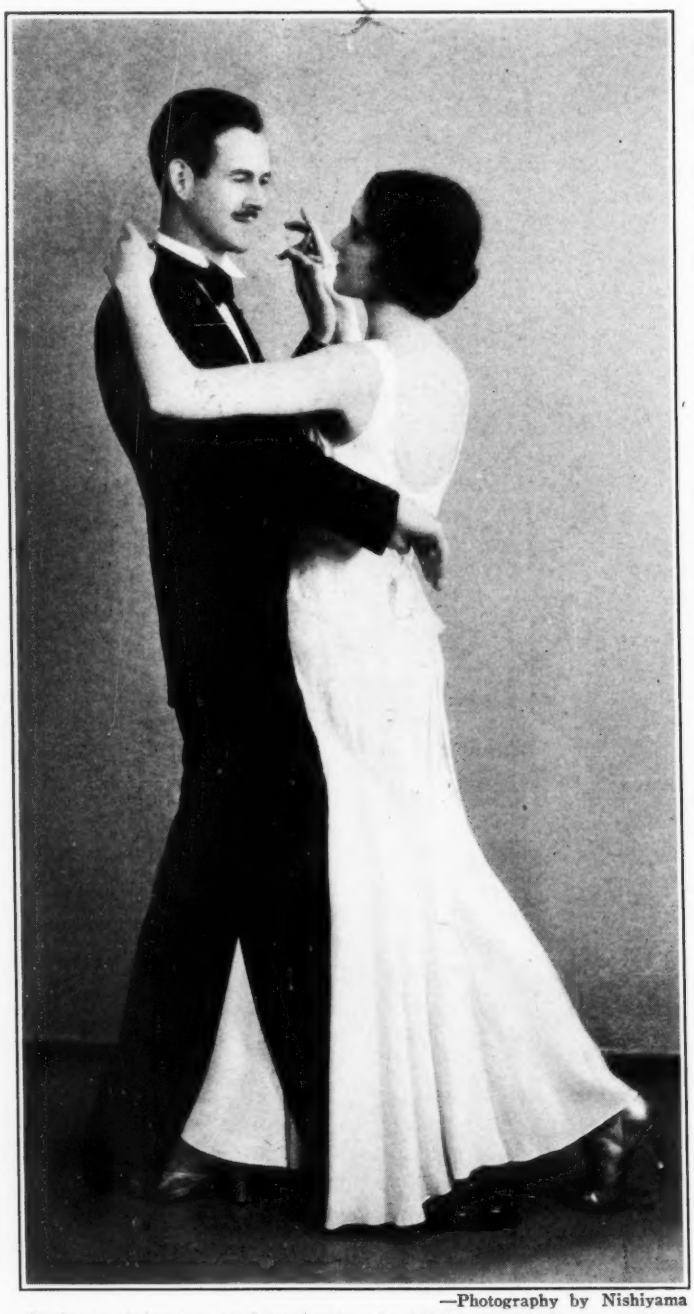
EDITOR'S NOTE.—Agnes L. Marsh, who is the author of the *Textbook of Social Dancing*, is a pioneer in teaching the social dance as an educational subject. At her classes at Horace Mann School, Columbia University, students begin in the fifth grade not only to master the intricacies of the modern social dance, but also to learn how to give enjoyable parties, and how to conduct themselves in accordance with the best of present day social usage.

By

AGNES L. MARSH

Horace Mann School

Columbia University



—Photography by Nishiyama

Professional dancing teachers showing the 1933 correct ballroom position

OF ALL the many educational aspects of dancing there is no one more important to the physical educator than the social or ballroom dance.

In the first place, it is the form of dancing most indulged in by all groups. It is an activity that carries over naturally into everyday life, and lasts well into middle age. It is at once social and recreational as well as rich in physical educational possibilities.

Social dancing presents a unique opportunity to teach good posture, rhythm, and grace in movements in the usual clothes and shoes of everyday life. If students are shown that they can wear clothes better and dance more attractively by having good posture, they are immediately interested. Because the natural walking step is the basic movement of the social dance, it offers an unrivaled opportunity for perfecting the qualities of this fundamental movement of everyday life. We cannot interest boys and girls in practicing their walking as such, but we can interest them in walking miles with good posture, rhythm, and line if we let them dance to their favorite fox trot.

Then, too, it is one of the few activities of this nature in which boys and girls must participate together. For this reason it offers an unequalled opportunity to facilitate normal adjustment between the sexes. The wise teacher can make the social dance class a very profitable lesson in how to be popular at a dance.

Somehow it always falls to the lot of the physical education teacher to chaperon the school dances. This is partly because the "gym" teachers have a reputation for youth, jollity, and good sportsmanship, and are, therefore, elected to this dubious honor by the students. But it is also because the students dance invariably in the gymnasium, whether it is after games, at recess period, during lunch hour, or at a formal class "prom." Then, too, most departments of physical education are in charge of any and all dancing instruction given at the school. As a result of these combined circumstances, the responsibility for the social dancing has been slowly and surely placed on the shoulders of the physical

education teachers. The problem is not how we can get rid of this responsibility, but rather how we can change it from a burden into a real opportunity for education. Let us tackle our job with fundamentals.

Certainly, no first-class teacher would undertake to teach or referee any game unless she were expertly acquainted with the rules and current usage of that game. Nor does it do much good to pretend to students for they soon find out what teachers know and what they do not know. So it is with the social dance. Young people rebel against being told how, what, where, and why they should dance by anyone but one they respect and admire as an expert in the subject. If physical education teachers wish the students to accept their leadership in this important recreation, they must be finished ballroom dancers themselves, and thoroughly up to the minute in all its constantly changing rhythms and fashions. They must know, for instance, that the fox trot is played this season in three distinct rhythms, slow, medium, and fast, but the medium is the most popular. They must know that the waltz has gone Viennese with an anticipated second beat. They must know the tango is more popular and more Argentine than ever. It would also be well for teachers to know the relation of the danzon and the rumba and that both are on the decline. It will also save a lot of trouble if chaperons acquaint themselves with the accepted dancing position for 1933, and understand the variations that differences in age, locality, and social stratum bring about in this position. Then, too, certain steps modify the dancing position. The illustrations in this article are all of accepted fashionable positions and show the variations and adjustments demanded by different steps. It is quite true that this season's position is more erect, less tight (although by no means far away), and more easy and graceful than it has been in the past. On smart dance floors today, one finds no cheek to cheek dancing, no backache twists, and no twin leaning towers of Pisa.

When some up-and-coming student starts to introduce the *Biguine* as the latest rage from Paris, teachers who value their leadership must know that *La Biguine* (pronounced Bigēēn) has been shown in Paris this season although it by no means amounts to a rage over there. It was also introduced in London but without success. As a ballroom dance it is obviously unsuited to American psychology and tradition consisting as it does chiefly of body undulations, and it probably has not a chance of ever becoming popular here. However, experienced leaders must know every latest fashion and still be wise enough not to frown down on any of them or in any way make a bone of contention of something which is undesirable. Freaks die more quickly of tolerant neglect than they ever do of valiant opposition.

Many of the most extreme steps are taken up by the best dancers. This is especially true at high school age because at this time young people are constantly looking for new worlds to conquer. The wise teacher will encourage her best dancers to master more difficult and complex forms but will try to direct this virtuosity along appropriate and artistic lines. Stage a contest for the best ballroom dancing, including posture, rhythm, variety of steps, and style. Teach the three winning couples some exhibition routines to be done as a feature at the next school dance. One couple can

Right—Students at the State College of Agriculture, University of Georgia, rehearsing an exhibitional social dance number for the college dance recital.

Left—Pupils in the grades at Horace Mann School learning the fundamentals of social dancing.

Pupils of the Garden Country Day School at Jackson Heights beginning their study of the social dance.

surroundings, good music, and able and sympathetic leadership, we will be amazed how few difficulties we will have left on the dance floor.

But teachers must not forget that the ballroom dance is first and last a social and romantic matter. The leaders of this activity therefore must know also the rules and regulations of the social and romantic game. They must know how to conduct original and delightful parties that keep the young people thoroughly and wholesomely entertained. They must be able to hand down the best traditions and manners without oppressing and antagonizing the young people with worn out gestures and out-of-date formalities. Wall flowers and stag lines are problems that can be solved, but only by the most expert. Chaperons are still useful but they can only survive as wiser, more able and attractive leaders whom young people spontaneously love and admire. Both the dance and the young people need wise and inspired leadership.

The first step for a leader to take to overcome any difficulty, is to analyze it. The first question to answer is: "Why do the boys stand in stag lines?" It will be found on investigation that many of them lack confidence in their ability to dance, and hang around in a blasé manner as a sort of defense mechanism for concealing their own feelings of inadequacy. The remedy for this is obviously to start instruction early enough, and give it frequently enough, to insure every

(Continue don Page 54)

do an exhibition waltz number, another a fancy fox trot, and the last and best, a sensational tango.

Bored students are careless, mischievous, and prone to start something. We must be constantly giving them new ideas, steps, and rhythms to hold their interest in the dancing itself. Try a contest for the most original step and have the winner chosen by a class vote. Maybe there will be several innovations that will be sufficiently attractive for the other students to learn. Let the originators teach their creations to the group.

Almost as important as the dancing itself is the music for the dancing. Those in charge of school dances must equip themselves to supervise the musical program. There is good as well as bad popular music, and the bad music has a very disastrous effect on the dancing. But even good music that is badly played or just out of date, or both, can ruin any dance. The saxaphone is an intrinsically musical strument and is a great addition when it is well played. Of course, even a violin can be made to moan and yowl like a lost soul. Syncopated music tends to brighten and enliven a party but the anacruse rhythm (delayed beat or one that comes after it is expected), the broken harmonies and hysterical crescendos of the "torch" song, all have a demoralizing effect on the dancers.

To avoid trouble, however, is wiser than the cleverest victory over it. If we give our young dancers adequate floor space, cultured

Pupils of the Horace Mann School demonstrating the Grand Right and Left.

Adaptation of Athletic Activity to the Elementary School

By

MARGUERITE M. HUSSEY, Ph.D.

Department of Physical Education,
New York University.

A CONSIDERATION of the problem of the types of athletic activities that are best adapted to any age level must be in terms of objectives.* In the broadest sense, physical education activities should contribute to all-round development which is the basis of health, character, and social adjustment. Unless athletics can make a contribution to the development of the child such activities have no place in an educative procedure. All-round development means organic, neuro-muscular, impulsive or emotional, and interpretive power. This discussion will be limited to a few phases of the developmental objectives and some of their implications for health, character, and recreative adjustment.

In order to determine whether the developmental objectives are being obtained two things are necessary, namely, an analysis of the child in terms of his organic, neuro-muscular, impulsive, and interpretive status together with his capacity for development in these mechanisms, and an evaluation of athletic activities, limited in this study to basketball, football, and field hockey, as to the amount of organic, neuro-muscular, impulsive, and interpretive ability demanded by participation to the end that the desired outcomes may be obtained.

Because time does not allow of an exhaustive study of these factors, a few only will be touched upon. These will be considered in relative terms using the period of greatest organic power—namely, that from eighteen to twenty-two years of age—as a basis for comparison. From the point of view of organic development, only the circulatory mechanism of the elementary school child will be discussed. His heart differs as to shape, position, and endurance, only gradually approaching the adult condition as the individual nears the age of eighteen or thereabouts. The important point in this is the question of endurance. This lack of endurance is due in part to the inadequacy of the heart as compared with that of the arterial system. A relatively small heart has to pump blood through a relatively large arterial system; hence, in order to maintain sufficient pressure to meet body needs this heart has to beat rapidly. Energy reserve is small and fatigue sets in speedily.

These irregularities in one part of the organic mechanism are of paramount importance when it comes to the problem of determining the type of activities that are within the organic capacity of the individual. Activities which cause over-exertion and over-fatigue tend to lessen organic development rather than make for organic power. It must be remembered that internal demand is great in the growing individual. Hence, surplus energy for external activity is less than in the adult whose growth processes have ceased. It is true that these irregularities in the development of this organic mechanism progressively lessen during growth, but it should be noted that standard development does not occur until the later years of adolescence.

The evaluations of organized activities in terms of organic capacity necessary for participation place basketball, field hockey, and football toward the top of the list. The extreme competitive nature of these activities spur the contestants on to a tremendous expenditure of energy. The organic mechanisms of the elementary school child are not equal to such a strain. Such activities, therefore, are not adapted to the growth status nor to the developmental needs of the elementary school child, but rather to those of the late adolescent.

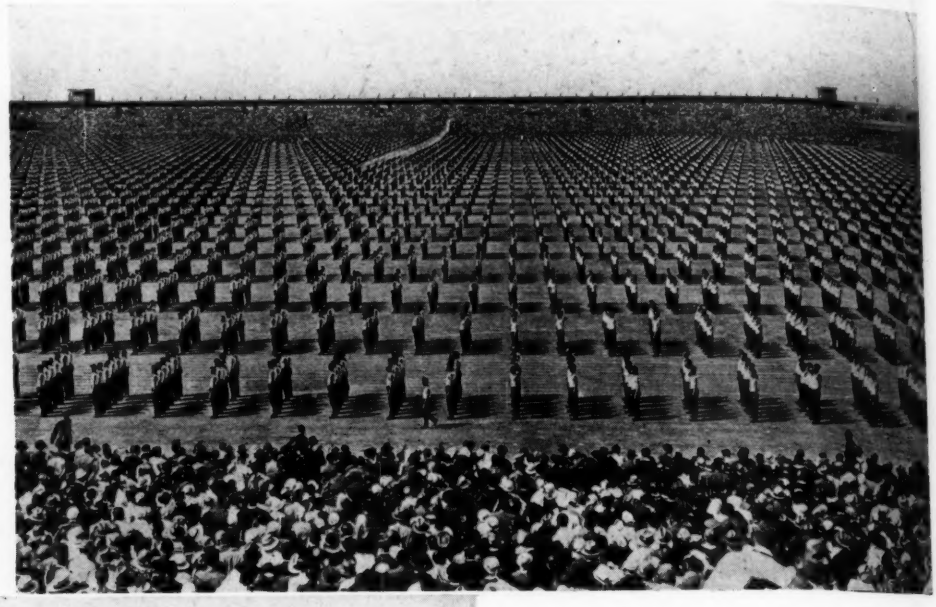
FROM the neuro-muscular standpoint, the child's muscles differ in strength and in functional ability from the standard which will ultimately be attained when maturity is reached. The muscles of the child are smaller, weigh less relatively, and have a much greater proportion of water than do those of the late adolescent. It is obvious that a muscular system composed of considerable water content in comparison to tissue has not the strength to perform the activity of a fully developed muscle nor has it the same capacity to develop coordinated movement.

The three games under discussion demand considerable muscular power. The skill necessary "to make a basket" or hit a hockey ball accurately is very considerable and the muscle strength needed in the personal contacts in football is notably great. In order to develop more power muscles need to act, and their limitations call for a careful selection of activities as to strength required and skills demanded in the performance of the activity, so that development may result and a breakdown be avoided.

FROM the point of view of his impulsive status, there are again marked differences between that of the elementary school child and the late adolescent. Is the elementary school child inherently interested in play-

(Continued on Page 60)

*An address delivered at the 1932 Convention of the American Physical Education Association at Philadelphia, April 20-23, 1932.

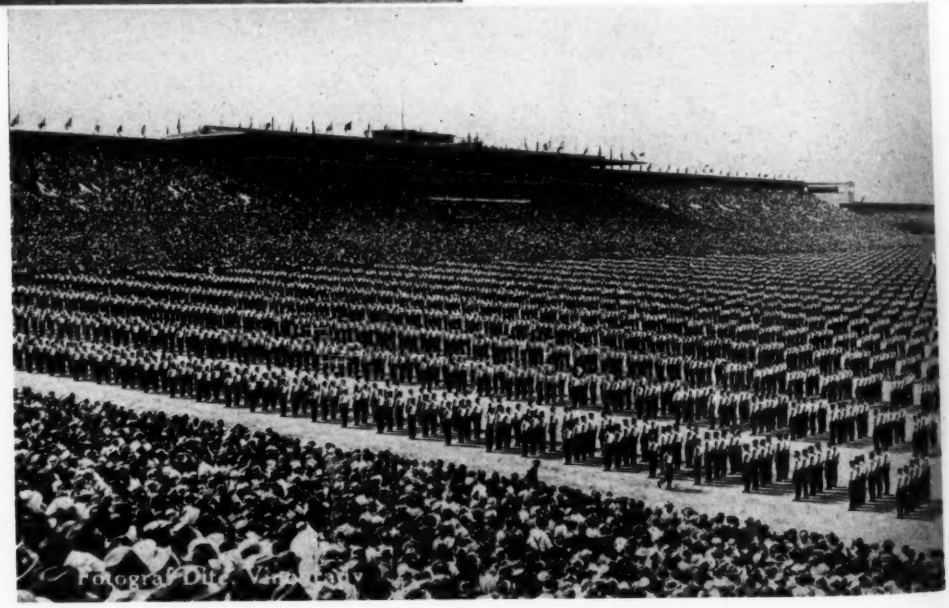


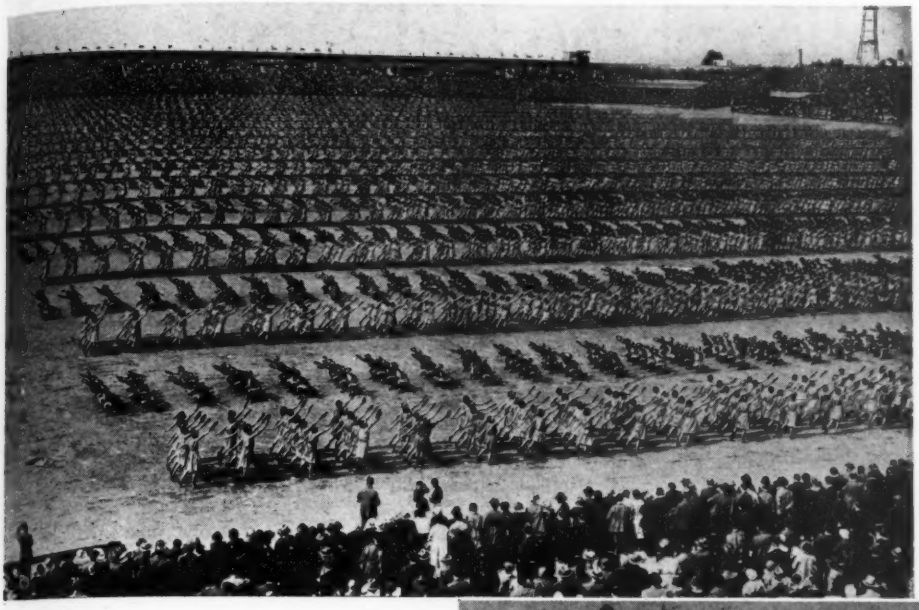
IX All-Sokol Festival Held

The accompanying photographs are of the IX All-Sokol Festival or nation-wide Slet held at Prague, Czechoslovakia, in a huge stadium specially constructed for the purpose on a magnificent site on the Strahow heights.

Thousand of Sokols filled the stadium in this 1932 Slet in the first presentation of this kind since the last Slet held in 1926. A description of the Sokol movement may be found in the October, 1932, issue of "Health and Physical Education" which contains an article by Lewis W. Riess on "Physical Education in Czechoslovakia."

Adults and children or "juniors" of both sexes numbering thousands entered the arena to give marvelous exhibitions of mass drills and dances before an admiring Czechoslovakian audience.

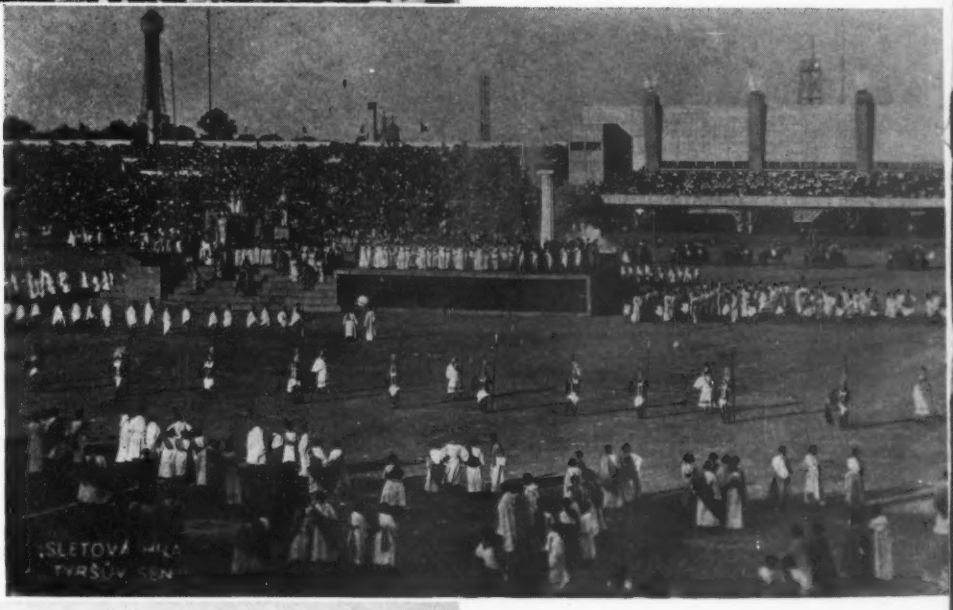




at Prague, Czechoslovakia

One of the features of a Sokol Slet is the speed at which entr'actes are carried out. One group will perform and immediately the next will come on the scene for its contribution.

An attraction of the IX Slet was a pageant celebrating the hundredth anniversary of the birth of the founder of the Sokol movement, Dr. Miroslav Tyrs. The theme of the performance was "Tyrs' Dream" and depicted the re-ascendancy of the athletics of ancient Greece under the guidance of Tyrs. A portion of the pageant consisted of a depiction of the ancient Greek games held before a Greek temple shown in the picture on the right. Later the athletes formed a living reproduction of an ancient Grecian frieze as shown in the picture on the left.



1933 Convention of the Mid-West Physical Education Association

Wichita, Kansas

March 28, 29, 30, 31, and April 1

THE complete program for the Mid-West Convention will be found in the March JOURNAL. However, this preliminary notice will call attention to some high spots.

The Allis Hotel at Wichita will offer reasonable rates for rooms and meals.

Note that the convention theme is one which is of great interest to all of us now, that of "Adjusting the Program of Health and Physical Education to Meet the Present Situation."

College students should plan to come to this convention, as there is to be a special meeting for them on Saturday. This meeting is to be arranged by a student committee from the various colleges in Kansas. Miss Elizabeth Halsey of the University of Iowa is organizing and advising the committee.

Miss Mabel Lee is planning to bring a whole bus load of students from the University of Nebraska. Dr. Molander of Chicago University, and Mr. Anderson of Kansas City, Missouri, are organizing groups to attend. Every college in Kansas should have a good representation of students.

Excellent facilities for exhibitions have been arranged, although the number of spaces is rather limited.

There will be a special exhibit room for the various states. North Dakota and the Women's Division of N.A.A.F. have already signified their intentions of exhibiting.

According to Mr. Strong Hinman, the executive committee is planning to have excellent speakers and "to use only one at each general session, which will allow plenty of time for the development of his subject."

Several social events will be intermingled with the speeches, discussions, demonstrations, and exhibits.

Program

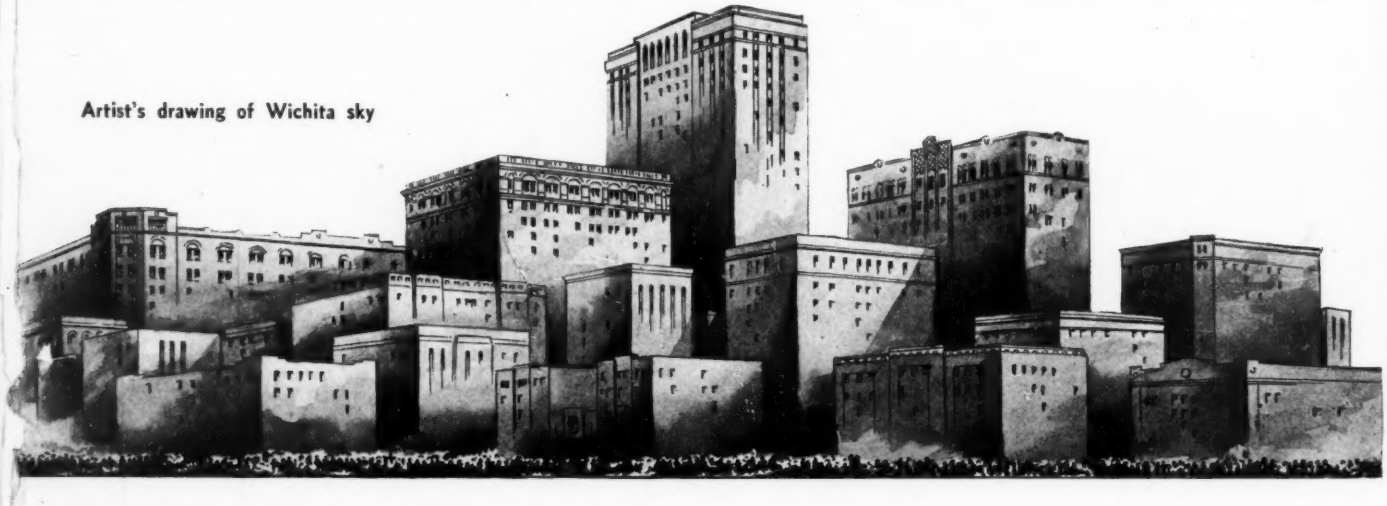
Tuesday and Wednesday, March 28 and 29, Annual meeting of the Mid-West Association of Directors of Physical Education for Women in Colleges and Universities.

Wednesday, March 29, Morning—Visit schools.
Afternoon—Tour of City of Wichita.
4:30 P.M.—Meeting of Executive Committee.
5:00 P.M.—Meeting of Mid-West Council.
8:00 P.M.—General Session and Dance.

Thursday, March 30, 9:15 A.M.-10:30 A.M.—General Session.
10:45 A.M.-12:00 Noon—Section Meetings.
12:15 P.M.- 1:45 P.M.—State Luncheon.
2:00 P.M.- 3:30 P.M.—Section Meetings.
4:00 P.M.- 5:30 P.M.—Section Meetings.
7:00 P.M.-12:00 P.M.—Convention Banquet, program and dance.

Friday, March 31, 9:15 A.M.-10:30 A.M.—General Session.
10:45 A.M.-12:00 Noon—Section Meetings.
12:15 P.M.- 2:00 P.M.—Reunion Luncheon.
2:30 P.M.- 4:00 P.M.—Section Meetings.
4:00 P.M.—Meeting of New Council.
7:00 P.M.-10:00 P.M.—Physical Education demonstration—by universities, colleges, Y.M.C.A., Y.W.-C.A., Boy Scouts, and Public Schools of Wichita and the State of Kansas.
10:00 P.M.-12:00—Exhibitors' Dance.

Saturday, April 1, 9:15 A.M.-10:30 A.M.—General Session.
10:30 A.M.-12:30 P.M.—Student Session.
10:30 A.M.—Meeting of New Executive Committee.



Artist's drawing of Wichita sky

Eastern District Society Convention

Springfield, Massachusetts

Miss Marjorie Bouve, President of the Eastern District Society

COME to the Connecticut Valley in Springtime! If you have not seen the Connecticut River flowing turbulent and free through the black, fertile tobacco fields and the tall elms, feathery-green by the roadside or through a lovely blue haze, the Holyoke Range, beckoning to unexplored heights and bacon bats, a treat lies in store for you. Come to the Eastern District Convention in April and feel your morale and your courage rise! Come to Springfield, noted for its excellent work in physical education, to a city tucked so advantageously amid college towns and receive the benefit of new points of view, new objectives and new inspiration from the many good speakers who are to be there. Come for a professional boost out of the deadening rut of depression. Come for a good time with old friends and new. Come for a good laugh—the same toastmaster will be there, and how we did laugh last year at the banquet! Simonize the old car, if need be—many get their exercise that way nowadays. Give the old suit, or last year's bonnet a brush, and come. Walk, if you have to; hitch-hike, if you must; but everybody come!

Marjorie Bouvé, President of Eastern District Society

April	SAVE	April
5	These Dates	5
6	For the	6
7	Springfield	7
8	Convention	8

A Few of the Prominent Speakers

Dr. Payson Smith, Commissioner of Education, Massachusetts

The State of Massachusetts is fortunate in having at the head of its educational program a man with the breadth of view which Payson Smith brought to this office. For sixteen years Dr. Smith has dealt with all phases of education in Massachusetts, not only in relation to their specific problems but in relation to education as a whole. Therefore, his address will be of great interest to delegates.

Reverend James Gordon Gilkey, D.D.

Dr. Gilkey is pastor of the South Congregational Church in Springfield, Massachusetts. He is much sought after as a speaker because of his brilliant presentation of modern liberal thought. For nine years he broadcasted regularly from his church in Springfield. As a leader in religous education and community church recreational work, Dr. Gilkey will bring a fine message to his hearers in his address, "The New Qualities of Character Demanded by Modern Life."

Dr. Thyrsa Amos, Dean of Women, University of Pittsburgh

Dr. Amos is a woman of broad experience, having successively held positions as teacher, principal, college instructor, social director, and dean of women. She has held the latter position at the University of Pittsburgh since 1919. Through all these contacts she has been able to look upon physical education as an observer who weighs its value in contributing toward the standards and philosophy of young people.

Dr. Arthur S. Lamb, Director of Physical Education, McGill University

Dr. Lamb has been a leader in physical education in Canada for many years, having been connected with McGill University since 1912. Among his outstanding achievements is the organization of teacher-training courses in the public schools of the Province of Quebec. He is well known in the American Physical Education Association also and has served as chairman of the committee on necrology for several years.

The Shriners' Hospital where the Therapeutic Section will meet on Wednesday, April 5.

A Few of the Things to See and Do

Pre-Convention College Tour—Tuesday morning, April 4

The following colleges will be visited with special opportunity to inspect the health and physical education facilities: Smith College, Massachusetts State College, Amherst College, Mt. Holyoke College.

Public Schools Visitation—Wednesday morning, April 5

Formal visitation tours:

1. A dance program tour—a cross-section of dancing as taught from the first grade through senior high school.
2. Elementary school tour.
3. Junior and senior high school tour.
4. Cross-section tour—elementary, junior and senior high schools.

Therapeutic Meeting at Shriners' Hospital—Wednesday afternoon, April 5

Social Affairs

Tuesday evening, April 4—Pre-convention social at Springfield College.

Wednesday evening, April 5—Informal reception and dance at Hotel Kimball after opening meeting.

Thursday evening, April 6—Convention banquet—the high spot of the convention—cordiality, good food, brilliant speakers, sparkling entertainment, dancing.

Friday evening, April 7—College demonstrations and convention party at Springfield Municipal Auditorium.

Preliminary Convention Notice

American Physical Education Association in Joint Session with the Southern District Association

Convention Theme: Physical Education in Modern Social Life

Louisville, Kentucky — April 26-29, 1933

Tuesday, April 25th.

Pre-convention Visitations and Meetings.

1. Visits to public schools and other educational institutions.
2. Program of the Women's Division, N.A.A.F.

Wednesday, April 26th.

1. Visitation of schools.
2. Observation of health teaching in first six grades.
3. Luncheon and afternoon meeting of the Society of State Directors of Health and Physical Education.
4. Meetings of Research, Dance, and Women's Athletic Sections.
5. General Session. Presentation honor awards, Reception and dancing.

Thursday, April 27th.

1. The President's Breakfast.
2. Meetings of Camping, Teacher-Training, Therapeutics, Health Education, Men's Athletics, Women's Athletics, Research, Dance, and Recreation Sections.
3. General Session.
4. Banquet.

Friday, April 28th.

1. Meetings of Women's Athletic, Physical Education for College Men, Therapeutic, Camping, Public School, Research, and Dance Sections.
2. General Session.
3. Burgoo (Barbecue) 5 to 9 P.M.

Saturday, April 29th.

1. Moving pictures.
2. Panel Discussion.
3. Races at Churchill Downs in the afternoon.

The Convention officially starts Wednesday noon and ends Saturday noon, and provides the opportunity to visit historic places in and around Louisville. Excursions are being planned to Mammoth Cave, the Old Kentucky Home, Shakertown, Harrodsburg, Lexington, and other points of interest in the Blue Grass region. For those wishing to remain in the city, historic Churchill Downs will offer quite an attraction.

The City Recreation Department, the Turners, Y.M.C.A., Y.W.C.A., and many school groups will hold a number of demonstrations which will provide much that is interesting and valuable to teachers in the field of health and physical education.

The Convention is only three months off and it is not too early for teachers to make plans now. Make your real Spring vacation a trip to the convention in Louisville, April 25-29, 1933! Hotel reservations may be made at any time.

Speakers Now Arranged For

Professor Hugo Bezdek, Penn State
Professor David K. Brace, University of Texas
Miss Ruby Brock, University of Cincinnati
Miss Mary K. Browne, Cleveland
Dr. E. R. Carlson, New York
Professor Gertrude K. Colby, Teachers College
Professor Mary Channing Coleman, North Carolina College for Women
Professor Ruth Glassow, University of Wisconsin
Professor Mary E. Gross, University of Washington
Professor Katherine Hersey, Ohio State.
Dr. LeRoy W. Hubbard, Warm Springs Foundation
Dr. Allen G. Ireland, New Jersey
Dr. Charles I. Lambert, Columbia University
Miss Jean Latimer, Massachusetts Tuberculosis Association
Alfred Livingstone, Eastside High School, Paterson, New Jersey
Professor Frank S. Lloyd, New York University
Coach Dan McGugin, Vanderbilt University
Director C. M. Miles, Florida
Dr. F. W. Maroney, Teachers College
Miss Ellen Mosbeck, Pekin, Illinois
Director N. P. Neilson, California
Professor D. Oberteuffer, Ohio State
Professor F. L. Oktavec, Detroit City College
President G. Bromley Oxnam, DePauw University
Miss Charlotte Phillippi, Lotspeich School
Professor Emil Rath, Normal College, A.G.U.
Superintendent James H. Richmond, Kentucky
Mr. Philip Rounsevelle, New York City
Professor Harry A. Scott, The Rice Institute
Miss Fannie Shaw, University of Florida
Mr. A. A. Stagg, Chicago University
Professor Fielding H. Yost, Michigan
Miss Jane Woodruff, University of Oregon

and

OTHERS TO COME

Watch for the March Number of the Journal.

What—American Physical Education Association Convention

When—April 25-29, 1933

Where—Louisville, Kentucky. Headquarters—Brown Hotel

The Apache Woman's Dance

By

AVERIL TIBBELS

Director of Physical Education for Girls
Miami High School, Miami, Arizona

Doris Scalton

ALTHOUGH dance and physical directors have universally complained that the United States has no folk dance, their complaints are not justified. Should such individuals make an observant survey of the Southwest, and of Arizona in particular, they could not escape the fact that this country has a wealth of interesting folk dance material which has not been generally recognized nor made available to the public. This material, moreover, must be collected and recorded without delay or it will pass out of existence with the present generation of Indians.

The Indians, among whom are the interest-provoking Apaches, may present a decided contrast to the neat, picturesquely garbed European peasants, whose clever dance steps and catchy tunes are a delight to the tourist. The red men do, however, have an attraction of their own. There is the Apache buck, clothed in dingy levis and a buckskin coat, which is frequently decorated with painted symbols and designs, the meaning of which is known only to the tribe.

Then there is the feminine representative of the tribe, the Apache squaw, arrayed in a two-piece calico gown of yellow or red, trimmed with yards of braid. The long skirt is full, as is the short, flowing blouse. Completing the costume are soft, beaded moccasins, which make the squaw's tread almost impossible to detect, and finally a quantity of beads and other items of jewelry, of which she is very fond. Thus adorned, the woman with her flowing black hair, often uncombed, is an arresting picture, however much she may be lacking in neatness.

The writer's interest in the Apache dances was first aroused by "Uncle" Al Williamson, a pioneer and prospector, who in former days was a frequent observer of, and participant in, Apache social activities. On such occasions, the friendly white man took his place with the bucks, who were seated in a circle before the open camp fire. Usually the Indian men were the chief dancers and entertainers, but at some festive gatherings, the squaws did have a prominent part in the dancing.

To the accompaniment of the weird beating of the tom-toms and the chanting of the squaws, the Indian braves would display their dancing skill. The squaws participated in what was known as the Woman's Dance, one which might be socially the most popular of all Apache dances. In fact its popularity might correspond to that of the Colonial Virginia Reel.

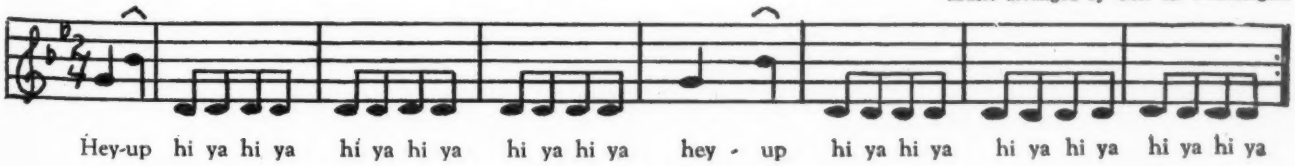
As the bucks, with any white men who might be visiting the tribe, seated themselves, the squaws formed their own circle a short distance away. The most attractive squaws sometimes undertook to entertain the white men royally by choosing the latter for their dancing partners. As a reward, however, the Indian women expected to receive gifts of money with which they might purchase flour and calico.

The Woman's Dance contains only two simple steps, which are repeated indefinitely with the monotonous accompaniment of the tom-toms and the chants. White people would weary of this monotony, but the Indians enjoy dancing the same steps repeatedly until long after midnight.

The Dance

The squaws are seated on the ground in one large circle. The bucks are seated a short distance away in another circle. Tom-toms are beating. A squaw who wishes to dance goes to the bucks' circle, taps the buck with whom she wishes to dance on the shoulder and retires to her own circle. If the buck whom she has just tapped on the shoulder cares to dance with her, he goes to her circle for her. Meanwhile she has an-

(Continued on Page 56)

Music arranged by Geo. H. Prendergast

The Effect of the New Guarding Rule

on Women's Basketball

By

RUBY L. BROCK

Instructor of Athletics for Women,
Public Recreation Commission,
Cincinnati, Ohio

THE NEW guarding rule is far reaching in its effect on women's basketball. It is forcing changes in the playing, the coaching, and the refereeing of the game. If experience and observation of the game is reliable, it would seem that these changes are welcome. More women and girls are playing basketball today than ever before in the history of the game. They are being trained in a games program of physical education in the high schools and colleges, and by reason of sturdier bodies and greater athletic skill are rapidly developing a faster and more open game. The development of this type of game has been greatly encouraged by the American Physical Education Association Editorial Committee of the Basketball Guide Book for Girls and Women.

The first great change introduced by this committee was the suggested use of the two-division floor. It was then found that with increased playing area and the introduction of a third scoring player, the retention of the vertical guarding rule made women's basketball distinctly a game for the attacking player, with the defending players put at a disadvantage. The logical solution to the defense problem was the introduction of guarding rules which would permit the guard to cover the forward more closely, thus forcing her to pass instead of taking her shot, or even to pass back from the shooting area. To this end the words "with the arms in a vertical plane" were omitted from the new rules, altering the rules to mean that the defensive player may guard in any manner as long as she does not contact the player or the ball. This change gives an immense advantage to the guards, perhaps more in the three-division than in the two-division game because there is one less scoring player and one more line in the playing court.

The changes in the game due directly or indirectly to the new guarding rule may best be discussed under three headings. The first is the change in defensive play, both of the individual and of the team as a whole. The second is the change in offensive play, not only of the forwards, but also of the guards when in possession of the ball. The third point to be considered is the effect of these changes on the refereeing of the game.

DEFENSIVE play may be divided into two main types—girl-to-girl and zone defense. Modifications of these two types, such as stationary and double stationary guard, and four- and five-girl defense may be coached and played in much the same manner.

In the girl-to-girl type of defense each guard marks a particular forward. Her optimum position in relation to the forward, before the forward receives the ball, is between the forward and the basket. This position must be maintained at all times. It is essential that she take no chances at doubtful interceptions which, if not successful, would entail a loss of guarding position. If the guard holds this position her forward will probably receive the ball with her back to the basket. If this occurs it is more advantageous for the guard to play the forward rather than the ball. She may take her position with her own back to the basket and her arms around the forward. Thus the evasion direction of the forward is limited in that she may not make an evasion to either side, or even pivot to face her basket. She has but two possibilities of play, a pass to another player (but any player to whom she can pass will be no closer to the basket than she is herself) or a bounce play which will carry her back from the guard's arms, pivoting as she recovers the ball from her bounce. The guard cannot legally prevent this play but she can move forward with her opponent, and as she faces the basket the guard should cover the ball by bringing her hands down over it. This will prevent a shot for basket, and forces the forward to pass. There is no danger of guarding closely, because the forward has already spent her legal opportunities for progress.

If the forward receives the ball while she is facing her basket the guard must not guard so closely that she may be cut out of the play by the forward's evasion. If the forward receives the ball outside the shooting zone, the guard should not come into close guarding position because the forward will either pass or attempt to advance by means of a bounce into the shooting zone. In case the forward chooses the second alternative, the guard should wait until she has started, and then close in to prevent the shot or possibly to intercept the bounce. This may be done without loss of guarding position. If the forward is within the shooting zone when she receives the ball, the guard must cover the ball to prevent the shot or must make a threat at covering it. This threat may trick the forward into making an evasion while the guard is still at a distance where she can cover the ball at the end of the forward's progression.

The 1932-1933 rules allow the guard to force a forward to pass the ball instead of trying for basket. If the forward has her back to the basket the guard may force her to pass the ball back and away from her goal. If the forward is facing her basket, the new rule allows the guard to become a deceptive player. She may threaten to cover the ball and cause the forward to change her mind about shooting without getting close enough to be cut out of the play by the

forward's evasion. This was impossible under the old rules because the guard's arms had to be in a vertical plane with her body. An effective threat with the arms under the old rules would have been illegal. Under the new rule it is perfectly legal to thrust a hand before the eyes of the forward. This serves three purposes. It is an actual threat because the forward cannot tell whether or not the guard is going to come closer, the hand may momentarily cut off the forward's view of the basket, and it would probably be in the line of flight of the ball should the forward decide to shoot. This is most disconcerting to the forward and the guard is in a good guarding position in case the forward attempts an evasion.

It is now possible for the guard to tie up a forward so that she is forced to throw the ball blindly over her head or to hold it over the three-second limit and have it awarded out of bounds to an opponent. This is especially true when the forward is guarded around the body while she is facing the side or end line. Of course this particular play may be used just as effectively by the forwards against the guards. This situation usually occurs under the basket when the ball bounces off the backboard or rim near or along the end line. Guarding in this manner on a division line results in the ball being passed back into the section from which it came. The rules committee is definite in its statement that under no conditions shall a tie ball result except as under the old rule, but if the guards can continually tie up their opponents legally by use of the lines, this contingency may have to be met by awarding a toss up between the two players rather than giving the ball out of bounds to the guard. The rules have made an effort to take care of this situation, in part at least, by moving the end line two feet back of the backboard but that does not entirely prevent the situation from arising. It seems justifiable to give the player with the ball a chance to play it rather than forfeit it in a violation penalty over which she has no control.

There are naturally many pitfalls for the guard, directly or indirectly due to the added advantages of the new guarding rule. There is a tendency to play the girl rather than the ball which results in playing too closely. This leads to frequent fouling and being cut out of the play by the clever forward using an evasion. At the present time there are more players (and players who are experienced) putting one hand on the ball than when the old rules were in effect. This may be due to the fact that being allowed to bring the hand very close to the ball makes the overt act irresistible. It may be that the forward in an effort to play the ball brings the ball into contact with the guard's hand and she keeps it there. That, of course, is a foul on the forward, but she probably had such a short distance to move the ball before it touched the guard's hand that it would be impossible for a referee to determine just who caused the contact. Regardless of whether or not it is the guard's foul, the ball having contacted her hand, for some reason or other it seems impossible for her to remove it.

THE other main type of defensive play is zone defense. Here the shooting zone is defended, each guard being responsible for a section of the floor rather than a particular forward. The floor position of the guards forms a triangle with the back guard its apex, standing between the foul line and the basket, and the other two guards, forming the base of the triangle, standing outside the foul circle, on a line with each other and about five feet ahead of the back guard.

The general style of the guards' play in zone defense takes the form of concentric arcs with the basket at their center. The back guard's area is bounded by a small semi-circle near the basket. Each advance guard is responsible for the section described by half the larger semi-circle. The back guard should keep on a line with the basket and the guard who is covering the forward with the ball. This brings two guards in play on the ball at all times and makes it impossible for a forward to make an evasion of one guard without being met by another who may spoil her chances of shooting.

The guards stand with their backs to the basket they are defending and in a facing position in relation to the forwards. The advance guards are responsible for any forward who receives or carries the ball within shooting distance of the basket on their respective halves of the floor. If a forward, who is being guarded by an advance guard, passes to a teammate who is nearer the basket and on the same side of the floor, that play is covered by the back guard. The back guard is also responsible for any forward who, after a successful evasion of an advance guard, is in a position to shoot for basket.

If the ball is intercepted or retrieved from the backboard by a guard, the advance guards should "break" to play the ball to the center line and allow the back guard to maintain her position under the basket. By the use of quick passes and bounce plays the advance guards should be able to get the ball to the center line without difficulty.

This type of defense requires coordinated team play and the coordinator should be the back guard. Incidentally, this presents an excellent opportunity to educators for the development of leadership and quick thinking. Most teams using this type of defense choose their tallest guard for the back guard, but as can readily be seen this is a mistake unless she has leadership qualities and a faculty for quick diagnosis of play.

The advantages to this system of guarding are many. It may sound extremely complicated but guards seem to play it almost instinctively once the idea is presented to them. Players, who are handicapped either through poor powers of coordination or through lack of height, will find that, due to their floor position, they can be very effective. Zone defense stops the "short pass attack" and the "driving" forward. A short pass attack will bring the ball directly into the triangle of guards who are already occupying the logical places to which the ball should be passed. The driving forward is stopped because she cannot outrun a guard who refuses to run but waits in the spot which is the forward's logical objective.

Zone defense allows for interception without loss of guarding position whether the ball is being passed to a forward running into the triangle or from a forward in the triangle to a teammate outside of it. In the first case, the advance guard can attempt an interception because if the attempt is unsuccessful the back guard can cover the play. In the second, the advance guard may try for an interception because if the attempt fails she is still between the ball receiver and the basket and thus in a position to cover the play.

Another great advantage to this type of play is that the guards are covering the floor for the rebound whether it be from a long shot or a "bunny" shot—whether the rebound is back into the court or under the basket. This type of defense practically eliminates the bunny shot and since the rebound from a long shot is usually well back into the court this is naturally an advantage to the guards and a disadvantage to the forwards.

This system of defense forces an experienced and scientific team attack on the part of the forwards rather than individual play. The freedom of passing which is permitted in the middle of the floor deceives inexperienced forwards into rushing the basket with the short pass attack, against which zone defense is especially effective. Also if the defending team is clever it can, with this system of guarding, practically force the attacking team to circle the guarding triangle until they have worked the ball into a corner near the side line. There it is of little use to them and the forward with the ball may easily be tied up by a guard. The forward who plays a brilliant driving game will find herself covered at the end of each drive just as she is ready to shoot. Obviously a little strategy is required to score.

One of the reasons that zone defense is effective is the facing position of the guards. Because of this the forward play can be diagnosed quickly. The guard can see the logical pass for the forward to make and can see where the ball is going before it actually leaves the forward's hands. The back guard is always the last person to come into the play and up until that time is able to watch the entire floor. She quickly learns whether one forward is doing most of the shooting and the characteristics and faults in the play of each particular forward. Since she directs the play, she is able to break up almost any forward play and can keep the other two guards in the most effective positions. This facing position and the fact that the guard is between the forward and the basket means that the guard always has a short distance to cover before becoming effective. When this advantage is made apparent to players, their guarding invariably improves for any type of defensive play.

There are, of course, disadvantages to every type of defense and the most obvious fault of zone defense is that it allows the forwards to take unguarded shots from the center of the floor. This cannot be avoided if the guards are to guard the actual shooting zone effectively. However, the percentage of successful shots made by girls from outside the area covered by the guards in zone defense is very small. Inexperienced teams are very apt to come out of their guarding position if an opposing forward chances to make a lucky shot from the middle of the floor. It is one of the tactics of teams opposing this defensive play to try long shots in an attempt to draw the guards out into the floor. The guards must resist this temptation. If one forward is exceptionally good at long shots—and it would be a rare thing indeed to find more than one on a team—it might be wise to put a guard on her, playing girl to girl, and have the other two guards play what is known as "double stationary guarding."

Another disadvantage to zone defense is that the great freedom of passing allowed in mid-court permits the forwards to organize their attack, and if their attempt to get the ball worked down to the basket is broken up without the ball being intercepted by a guard, the forward can always pass the ball back out of the shooting zone with comparative safety. Perhaps the greatest fault of zone defense is that it fosters stalling. If a team is in a position to stall and decides to do it, the mid-court, beautifully cleared of guards by zone defense, is the ideal place in which to do it. By stalling, the opposing team can break up zone defense and force girl-to-girl or stationary guard defense. But a team cannot stall and score at the same time and it must have a lead in score before it can stall.

PERHAPS the most outstanding change in the game as a result of this new guarding rule is that it has speeded up the forward play. Since the offensive play usually determines how the game is played, this has meant a much faster game of basketball than has ever been played before. Because of the more effective guarding, the forwards are forced to pass faster and get in position to receive passes faster. A forward who has the ball must keep it away from her body so that a guard cannot cover the ball and her person at the same time. She must try to protect the ball with her body and provide space for a personal evasion if possible. For this reason, she must never receive the ball, or stop after carrying the ball, standing squarely facing the basket.

In order to speed up her passes and shots, she should make her catch and pass or shot one continuous motion. This requires a faculty for making baskets on the run and requires teammates to be in the proper position and free to receive a pass. Effective offensive play would seem to consist of excellent teamwork and great individual skill.

The forward should try to disconcert her guard before she can close up to cover the ball. She must learn to fake passes and shots and use effective methods of evasion. When using an evasion she must remember that she must not overwork one of which she may be especially fond. Making evasions for the love of doing them is poor basketball. This not only may slow up the play so that the guards can cover the forwards who may be open to receive the pass and shoot, but also an evasion often demonstrated to the opposing guard loses its

(Continued on Page 52)

A Progressively Arranged Apparatus Program

By

F. A. JOHNSON

Head of the Boys' Physical Education Department, Wichita High School North, Wichita, Kansas

(Concluded from the January issue)

PRECEDING articles in the December and January issues of the JOURNAL have carried exercises arranged progressively for sophomore, junior, and senior students. The first article also contained objective tests on apparatus which have been used successfully in the Wichita High School North and which permit the rating of students at the end of six-week periods. The present article will conclude the series. The remainder of the exercises for juniors and seniors and the exercises for seniors are described herein.

Progressive Exercises for Juniors (Continued)

Buck

20. Front rest, side and back vaults.
21. Front rest, straddle vaults with ½ turns.
22. With front vault swing left straddle vault over right end of buck.
23. Front rest, squat through to back rest; dismount.
24. Straddle vault over to back rest position.
25. Squat vault.
26. Squat vault to back rest position.
27. Double ½ right to back rest, back squat vault to front rest, straddle vault forward.
28. Series of straddle vaults for height and distance.
29. For two bucks (five feet apart) straddle or side vaults over one; back vaults over two; squat over one; straddle vault over two to back rest.
30. One hand straddle vault.
31. One hand straddle vault with right hand with ¼ right turn.
32. One hand straddle vault, holding opposite hand on back of neck; same—arm vertically.
33. Squat vault with ¼ turn.
34. Straddle vault—forward roll.
35. For two bucks (five feet apart). Do No. 30 over each. Do No. 31 over second. Do No. 32 over each. Do No. 33 over second. Do No. 30 over first, leap to stand on second. Do No. 34 over each.
36. Pike dive.
37. Straddle vault with ¾ right and left turns.
38. One hand straddle vault right with ½ right turn.
39. Approach hopping on right foot, side vault right.
40. Knee bend position on buck, dismount forward touching toes to hand.
41. Squat vault with ½ right and left turns.
42. Squat vault, forward roll.
43. Straddle vault with ½ turn, roll backward.
44. For two bucks (five feet apart). Do No. 37-39 over second. Do No. 40-42 over each. Do No. 43 over second.
45. Neck spring.
46. Work various vaults with jumping standards.
47. Springboard for above exercises for squads A and B.

Seniors

48. Momentary free rest with straddle vault.
49. No. 48 with ¼ and ½ turns.
50. Straddle vaults with full turn.
51. Back vaults with ¾ turns.
52. Side and back vaults from momentary free rest.
53. Thief vault right and left.
54. Back straddle vaults.
55. For two bucks (five feet apart)

Any combination of above

56. Hand spring.
57. Use jumping standards for competition; also spring board with above exercise.

Progressive Exercises for Seniors

Side Horse

(Note—Keep squads C and D on the more elementary exercises)

1. Run, squat vault for height with and without ¼ and ½ turns.
2. Run, front vault with and without ¼ turns.
3. Side vault right and left over saddle with and without ¼ and ½ turns.
4. Rear vault right and left over saddle with and without ¼ and ½ turns.
5. Run, wolf vault with and without ¼ and ½ turns.
6. Run, thief vault with ½ turns.
7. Straddle vault with ¼ turn.
8. Straddle vault to back rest.
9. Free horizontal swing, straddle vault.
10. At saddle, squat mount to left side riding seat, simultaneous change to right side riding rest, mount to knee bend rest, jump dismount.
11. Stand, left leg ½ right circle, right leg ½ left circle, dismount with and without ½ left turn.
12. Stand, forward squat vault, backward squat vault, front vault left with ¼ right turn.
13. Stand, left leg ½ left circle, right leg ½ left circle dismount.
14. Squat vault mount to back rest; left leg ½ left circle, right leg ½ right circle to front rest; rear dismount.
15. Run, double ½ right circle, back squat vault swing to front rest; left leg ½ left circle, right leg ½ left circle, and dismount forward.
16. Rest, right leg ½ right circle, left leg ½ right circle and ½ right turn to stand, squat vault.
17. Kneel on right knee, left feint and front vault, swing to cross riding seat on croup facing saddle, front dismount with ¼ turn.
18. Run, pike dive.
19. Run, dive over horse.
20. Stand, double ½ right circle to buck rest, back squat vault swing to front rest, front vault right.
21. Mount to cross riding seat on croup, facing pommels; swing legs backward to free rest position several times; front dismount.
22. Mount to cross riding seat; rear scissors—swing legs backward with turn of body.
23. Mount to cross riding seat, back to pommels; swing legs forward several times to ½ lever position; rear dismount.
24. Mount to cross riding seat; front scissors—swing legs forward with turn of body.
25. Squat to right side riding seat; side scissors right.
26. Squat to left side riding seat; side scissors left.
27. Stand, double ½ right circle to back rest, back right front, rear vault swing left to cross riding seat in saddle; front dismount.
28. Run, horizontal free rest, mount to knee bend rest on horse, dismount.
29. Kneel on left knee, right feint and front vault left.
30. Run, horizontal free rest, mount to side riding seat, squat backwards to stand, squat mount to ½ lever, dismount forward.

31. Stand, right hand reverse grasp on left possle, ½ left turn and backward squat vault.
32. Run, double ½ left circle to back rest, rear vault swing right to cross riding seat, front dismount with ¼ turn.

High Horse and Springboard

33. Squat vault mount to back rest, left leg ½ right circle and ¼ left turn to riding seat, rear dismount right with ¼ left turn.
34. Squat vault for height with turns.
35. Back vaults with ½ and ¾ turns.
36. Straddle vault with ½ turn.
37. Sheep vault.
38. High front vault; hand spring.
39. Stand with hand reversed grasp on right pommel, ½ turn and both squat vault to front rest on far side, double ½ right circle to back rest; dismount forward.
40. Stand, left leg right full circle to floor; front vault.
41. Stand, right leg left full circle to floor; front vault.

Also Stunts

1. Chest stand.
2. Shoulder stand.
3. Diving over horse.
4. Neck spring.
5. Head snap.
6. Hand spring.

Springboard

1. Jump.
2. Leap right to both on end, jump with ¼ right turn; same to left.
3. Same with half and full turns, right and left.
4. Jump, clapping hands over head.
5. Same with hands under thigh.
6. Same with hands behind back.
7. Jump sideward.
8. Jump, clicking heels.
9. Jump, touching hands to toes.
10. Jump, touching hands to heels.
11. Use above exercises with jumping standard, using competitive element. Jump for height; jump for distance; forward, backward, and sideward.
12. Dive.
13. Dive over objects.
14. Dive for height and distance.
15. Back flip with aid of two partners.
16. Front flip with aid of two partners.

Elephant Leaping. Mats over Parallel Bars

17. Jump to stand on parallel; jump forward.
18. Same with ¼, ½ and full turns.
19. Same touching hands to toes.
20. Same touching hands to heels.
21. Jumping over parallels.
22. Side vault left and right with turns.
23. Front vault left and right with turns.
24. Back vault left and right with turns.
25. Straddle vault with turns.
26. Thief vault.
27. Squat vault with turns.
28. Sheep vault.
29. Neck spring with assistance.
30. Hand spring with assistance.
31. Diving over elephant.

Flying Rings

1. Hang, pull up to bent arm hang, arm extension, alternate, sideward right and left.
2. Hang, pull up to bent arm hang, extend arms alternately, drop to mat.
3. Flex thighs between arms, forward circle to hang.
4. Repeat in rapid succession.
5. Repeat forward circle to hang in ½ lever position.
6. Back circle to back hang; repeat in rapid succession.
7. Back circle to back hang, release right hand, full turn and re-grasp ring, drop to stand.
8. Backward circle to crow's nest; forward circle dismount.
9. Crow's nest with various combinations.
10. Hang, pull up to bent arm rest, one hand, then both; then pull up to rest; drop to mat.

Standing

11. Front cut off left; same right.
12. Double cut forward.
13. Double cut backward.
14. Swing with various combinations of half turns and arm bends.
15. Swing with various combinations of front hangs at end of front and back swing.
16. Swing with combinations of crow's nest.
17. Swing, single forward cuts left and right, re-grasping rings at end of back swing.
18. Backward circle to back hang, extend thighs and forward circle in full lever backward; drop to mat.
19. Backward circle to back full lever, forward circle dismount.
20. Standing dislocation.
21. Swing; front hang on forward swing, dislocation at end of back swing.
22. Dislocation on forward swing.
23. Swing in bent arm hang, flex and extend thighs, uprise on back swing, drop to mat.
24. Hang, front upstart to rest.
25. Pendulum swing with jumping standard.

Parallel Bars

1. Swinging dips—ten times.
2. Series of cross riding seats to end of bar, high front vault left and right.
3. Jump to middle of bar vault left and right with ½ turns.
4. Swing, front scissors to cross riding seat, rear vaults left and right with ¼ turns.
5. Same with rear scissors, using front vault with ½ turns.
6. Outside cross seat, back vault over both bars; both left and right.
7. Outside cross seat, ½ turn to front leaning rest, side, rear, squat and straddle vaults over both bars with ¼ turns.
8. Swing, right leg cut off left leg to front vault left.
9. Same to other side.
10. Swing, at end of forward swing cut right leg backward outside right bar to position between bars (re-grasping right bar with right hand after the cut); rear dismount.
11. Same with left leg.
12. Swing, at end of backward swing cut right leg forward inside of right bar; re-grasp bar with right hand after the cut.
13. Same with left.
14. Swing, at end of forward swing cut right leg down across left bar to position between bars (re-grasping left bar with left hand after the cut).
15. Same with left leg.
16. At end of bar, left cut left, right cut right.
17. Cut simultaneously—double cut.
18. Repeat "16" regaining grasp of bars landing in cross rest position.
19. Repeat "17" landing in cross rest position.
20. At end of bar, right cut on right, left cut on left.
21. Cut on simultaneously—double cut on grasping bars to cross rest position.
22. Cross riding seat, forward roll to cross riding seat, repeat to end of bar, double cut-off.
23. Swing up to shoulder stand, lower, front vault left and right.
24. Upper arm swing, upstart to cross riding seat.
25. Upper arm swing, upstart.
26. Upper arm swing, upstart to cross riding seat, shoulder, stand, front vault left and right.
27. Swing up to shoulder stand, lower to half lever, upstart, front vault.
28. Cross riding seat, shoulder stand, upstart to series of cross riding seats to far end, double cut-off.
29. Swing in upper arm hang, upstart to shoulder stand, forward swing, upstart, front vault.
30. Series of cross riding seats to far end, bent arm hand spring.

31. Swing, double rear vault (rear vault over both bars from swing).
32. Back roll with high finish.
33. Drop upstart, end and middle of bar.
34. Quick upstart.
35. Up rise.
36. Elephant leaping.
37. Swedish and Danish gymnastics.

Horizontal Bar

Chest High

1. Front rest; S.U.D. for distance.
2. Side vaults left and right with and without ¼ and ½ turns.
3. Back vaults left and right without and with ¼ and ½ turns.
4. Front rest, side vaults with turns.
5. Front rest, back vaults with turns.
6. Front rest, front vault left and right.
7. Stand back to bar; lock elbows over bar; circle bar backward throwing head forward, and body and legs backward and upward over bar.
8. Same, except circle bar forward, throwing head backward and body and legs forward and upward over bar.

High Bar

9. Hang, chin eight times.
10. Hang, flex thighs and hips touching toes to bar.
11. Back hang with head down, flex arms to back rest.
12. Back hang, straighten legs to ½ lever.
13. Single leg circles forward and backward left and right; S.U.D.
14. Double knee circle backward.
15. Swing left knee mount outside of left hand; S.U.D.
16. Same right.
17. Repeat left and right between hands.
18. Hang, pull up to bent arm hang, back circle to front rest, repeat back circle to front rest; S.U.D. with ½ turn.
19. Close hang with combined grasp, swing; ½ turn on each front and back swing without releasing grasp; dismount on back spring with ½ turn.
20. Hang, extend legs to ½ lever, back circle under bar between hands, extend leg vigorously and dismount—dislocation.
21. Swing, knee swing up mount, leg ½ circle to front rest, back circle, S.U.D.
22. Hang, back circle to front rest, another back circle to front rest, drop back and swing, change grasps on front and back swings, dismount on front swing.
23. Run and jump to bent arm hang, swing, ½ turn on front swing changing both hands at once, dismount on front swing with ½ turn.
24. Hang with reverse grasp, backward circle to front rest; front circle into straight arm swing; change to ordinary grasp on back swing; dismount on front swing.
25. Hang, muscle up to bent arm rest, one arm; then two up to front rest, lower to hang, dismount with ½ turn.
26. Hang, backward circle to front rest, leg ½ circle to riding seat, back single knee circle, drop and swing with ½ turn on front swing; dismount on front swing.
27. Hang, pull up to bent arm rest one arm; bent arm hang both hands, back circle to front rest, leg ½ circle to side riding seat, front knee circle, S.U.D.
28. Jump, back circle to front rest, continuous back circles, S.U.D.
29. Hang, back hang, dismount on forward swing.
30. Hang, back circle to front rest, drop back to knee leaning hang, knee mount, single knee circle backward, back hang, swing, dismount.
31. Swing, front upstart.
32. Drop upstart.
33. Quick front upstart.
34. Back upstart on low bar.

Stunts

35. Toe circles.
36. Double hip circles.

WHAT'S IN A MAT?

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AROUND THE COUNTRY

WITH J. E. ROGERS

The athletic and scholastic honor rolls at Wesleyan University bear a striking resemblance. One-third of the fifty-six men who took part in intercollegiate sports this fall ranked high enough in their studies to win special recognition. They formed 23 per cent of the scholastic honor roll of seventy-six men. Fifty-eight per cent of the nineteen soccer players were on the list with 16 per cent of the football squad, and 14 per cent of the cross-country team.

* * *

Miss Marjorie Bouvé, Bouvé-Boston School of Physical Education, has just returned from an interesting, happy trip in Europe. She had many delightful adventures which she described at the meeting of the Women's Branch of the N.A.A.F. held in New York, December 28, at the Hotel Shelton.

* * *

Here is a fine statement about intramurals in high schools: Herron Junior High School, Pittsburgh, must share its field with the Shenley High School. The only opportunity to have intramurals was in the morning before school started. Three hundred boys showed up for intramurals as early as 7:30 A.M. This was because Mr. Geasa has an interesting program. It proves that where programs are interesting, students will respond.

* * *

H. A. Prentice is director of Physical Education at Vermont University.

* * *

The Sportsmanship Brotherhood at a large luncheon meeting in New York, Tuesday, December 27, honored Alonzo Stagg. The Football Coaches Association of the N.C.A.A. also did honor to the "grand old man." Stagg has been the inspiration of many generations in the fight for clean, honest, manly sport.

* * *

Miss Helen McKinstry, Russell Sage College, School of Physical Education, is a pioneer in the field of teacher training. She is doing some very interesting things in rhythms. As we know, she has been a great exponent of Danish gymnastics in this country. Miss McKinstry is most efficient and thorough in everything she does.

* * *

Walter B. Spencer, president of the Connecticut Interscholastic Athletic Conference sends the following information in regard to the government tax on admissions.

In response to several requests from different portions of the state (Connecticut) for a ruling on the question of the Government tax on "admissions to athletic games, entertainments, dances, etc., of public schools," we have received both from Hartford and Washington, confirmation of the fact that all such admissions are exempt from taxation *unless* a portion of the proceeds goes to some other organization than the high school proper or the association which is a part of the high school organization.

A specific example of a case where the admissions would be subject to the 10 per cent tax is the case of those athletic associations or high schools which have an agreement with the owners of private playing parks whereby the park is reimbursed from profits (either a percentage or equal division) instead of receiving a flat rental cost.

It should be understood also, that the question of tax does not operate until the admission charge exceeds 40 cents; that is, from 41 cents up the tax is operative provided any of the profits "inure" to private individuals or organizations. It is not our understanding that applications for exemption need be made but for safety it would probably be wise to do so through the nearest Internal Revenue office.

Here are some interesting physical education facts:

In 173 cities, boards of education cooperate in promoting recreational programs.

More than 2,500,000 children attend camps annually.

There are about 100,000 camp counselors in the United States.

In 1931, bond issues for recreation in 27 cities totaled $4,191,887.

There are 25,509 employed recreation workers in the United States.

In 1931, the American National Red Cross issued 62,693 life-saving certificates.

There has been no increase in the number of drownings during the past ten years.

Grade teacher certification requirements in fourteen states include some training in physical education.

* * *

Dr. A. G. Ireland, the efficient State Director of New Jersey, reports that New Jersey has eight hundred physical education teachers and six hundred nurses. In New Jersey school physicians and nurses are mandatory by law.

* * *

The University of Wisconsin Division of Physical Education and Intercollegiate Athletics has been completely reorganized during the past year.

Last March the faculty of the University of Wisconsin, at the request of the Intercollegiate Athletic Board, definitely segregated intercollegiate athletics from any relationship whatever to the other phases of the field of physical education. The Department of Intercollegiates will function as a separate department under the supervision of a faculty board consistent with the requirements of the Western Intercollegiate Conference.

The Divisions of Physical Education, Intramural Athletics, and Teacher-Training Course for men, have been definitely removed from any relationship to the Intercollegiate Division, and in the future will be wholly supported from state funds appropriated by the Board of Regents. These divisions have been placed under the chairmanship of Mr. G. S. Lowman, who has been connected with the department for fifteen years, and who, previous to this segregation, held the chairmanship of the professional course for the training of teachers, and who also had been acting in the capacity of baseball coach.

Mr. Lowman will have a separate teaching staff for the Division of Physical Education, but will also be assisted by certain members who are doing part-time work in the Intercollegiate Division. The same will be true in relation to the Teacher-Training Course. Men from the Intercollegiate Division, who hold major positions, will assist in relation to their respective sports in the Teacher-Training Course. It is Mr. Lowman's plan in the future not to consider intramural athletics as a separate department, but as a phase of general physical education, and the program will be developed on a much broader scale than in the past. Regular members in the department will assist in this program, and there will also be an opportunity for laboratory work in relation to the intramurals for seniors in the Teacher-Training Course.

The general program of required work in physical education has been placed entirely upon a sports basis, and emphasis is being stressed on those activities which will have a carry-over value. More attention is given to personal sports, and the work is arranged on a nine-weeks basis in order that students may come in contact with at least four different phases of work while satisfying the one-year re-

quirement. All-year instruction is provided in golf, swimming, handball, and fencing, and instruction is offered in every phase of activity in its respective season.

The Teacher-Training Course is recognized as one of the teacher courses in the School of Education, and has the hearty support of the Department of Education. There is an opportunity for a fine tie-up with general education, and due to this fact, all men graduating from the course have this broad vision of physical education as a definite phase of general education.

Further, the Teacher-Training Course has the cooperation of the various departments of the University; for example, the Departments of Medicine, Sciences, Sociology, and the more purely academic or cultural divisions.

It is an item worth noting that all men enrolled in the course are required to do a certain amount of practice teaching in the University High School. This is valuable experience for these men in relation to the different age levels which later may be their field of responsibility. The principal of the University High School has advised the department that the reaction cards handed in by the physical education students are far superior to any of those returned by practice teachers in the more purely academic phases of work.

The Teacher-Training Course has for several years offered an advanced degree in the field of physical education for those who have completed the undergraduate course, and this advanced work is largely tied up with advanced work in the field of education. A joint major in education and physical education is also offered, whereby men may take their advanced degree in education with half of the work in physical education. This has proved to be a very popular adjustment, both for men who have completed the undergraduate work in physical education, and for men who hold their degrees in other fields and who wish to do some work in the field of physical education.

Just this year the University of Wisconsin has initiated a Ph.D. degree in the field of education and physical education, with a major in education, and a minor in physical education and medical science. This Ph.D. degree is largely an experimental course at the present time, but it is very hopeful that the courses for this field may soon become permanently stabilized.

* * *

T. G. Keller, City Director of Toledo, is conducting a very fine intramural program. The boys' physical education program in Toledo does not provide for intra-school competition in junior high schools. The intensive intramural program includes over eighty-five percent of the entire enrollment. The following activities are included: soccer, tapball, football, sportball, basketball, track events, playground ball, volleyball and wrestling. The enrollment in Toledo Public Schools is—

46 elementary schools	**34,441**
2 junior high schools	**1,956**
5 senior high schools	**10,721**
Total	**47,118**

* * *

Three splendid graded courses of study on elementary hygiene just reached my desk from Carl Burkhardt of Buffalo. Volume one is for grades one, two and three; volume two for grades four, five and six; and volume three for grades seven and eight. They are splendidly bound. The work is graded and progressive and excellently done. Burkhardt notifies me that they can be purchased for $1.00 a volume. It is one of the finest pieces of recent curriculum making.

By the way, this writer agrees with Dr. Storey of Stanford University that "hygiene" is the correct technical term and not "health education." Hygiene has to do with the art of living—the science of wholesome living. Why don't we use the word "hygiene"?

From general observation over the country, physical education has suffered less than the other so-called "special subjects." In many places music, art, home economics, and other vocational subjects have been cut out completely. On the whole, physical education has fared well. However, the great problem is to convince people that health and physical education is not a "special subject," nor a fad or frill, but a primary, basic, core subject in the curriculum. Most of our trouble comes from the point of view that physical education is a "special subject."

* * *

Margaret C. Brown is president of Panzer College. Miss Brown has collaborated from the start with Henry Panzer in the building of that College. She has contributed much toward its success. She was a student at McGill University and has done graduate work at Rutgers.

* * *

Walter R. Okerson, Lehigh University, Commissioner of Eastern Intercollegiate Association, was elected to succeed the late E. K. Hall as Chairman of the Rules Committee of the N.C.A.A. Major John L. Griffith was elected president of the N.C.A.A. Alonzo Stagg was elected a life member of the Rules Committee and Fielding Yost was elected a member of the Rules Committee from the Middlewest.

* * *

A. Lester Crapser, Director of Health Education, State Teachers College, East Stroudsburg, Pennsylvania, has sent a check to Elmer Mitchell to cover 205 memberships for the Journal. This represents a 100 per cent membership for the faculty and 100 per cent membership for the entering freshman class. The total is the same as last year, although the enrollment was cut 10 per cent.

* * *

The schools of Pittsburgh have twenty-three swimming pools—eighteen in the high schools and five in the elementary—and it is reported that Detroit has twenty-two. Some record!

* * *

Carl Schrader, State Director of Massachusetts, is a veteran in basketball. He played in Philadelphia when basketball first appeared upon the scene. It then had nine players. Those were the dear old days of real competition.

* * *

There are 2100 physical educators in Pennsylvania. This represents a very rapid increase during the past ten years largely due to the leadership of the State Department of Health and Physical Education. William G. Moorhead is State Director. There are seventeen hundred majors in the training schools.

* * *

Dr. Ruth Elliott, Wellesley College, is president of the National Association of Directors of Physical Education for College Women. Miss Florence Alden is the new secretary.

* * *

Evansville, Indiana, has a well developed city-wide health and physical education program under the directorship of Dr. Charles C. Wilson. Eight of the elementary schools have gymnasiums, two of the senior high schools have two gymnasiums, and two have one gymnasium. All have large athletic fields and the city maintains a large municipal stadium for the use of the schools.

* * *

The University of Wisconsin voted to maintain the one-year requirement in physical education for both men and women and suggested that at the end of the term those not passing a battery of achievement standards should continue in physical education during the second year.

* * *

Floyd Rowe, Director of Health and Physical Education in Cleveland, was a famous Michigan athlete. He was a great two-miler. He was captain of the track team. He was Michigan's first state director and a pioneer in the development of state-wide programs in health and physical education.

Physiology

at the Service of Physical Education

Arthur H Steinhaus

Professor of Physiology and Director of the Y.M.C.A. College Laboratory for Physiologic Research in Physical Education, Chicago.

The series of which this article is one is an attempt to present and interpret to physical educators the results of some recent researches in Physiology which to the writer seem of importance to Physical Education. The articles cannot lay claim to scientific thoroughness. They must rely on their simplicity and essential accuracy to commend them to the reader. The bibliographical references should serve as starting points for any who desire to equip themselves with fuller information. (Reprints of the Steinhaus series may be secured at a nominal cost from the A. P. E. A., Box 362, Ann Arbor, Mich., or from the author.)

22. Exercise Albuminuria

NORMALLY no albumin is found in the urine of healthy persons. Its presence is generally associated with an injured kidney, yet everyone who has done much urinalysis work has now and then found albumin in the urine of entirely healthy individuals after they have engaged in strenuous work. This temporary exercise albuminuria, and a related condition known as orthostatic albuminaria, in which albumin appears when the individual merely assumes the upright position, are considered "functional" or "non-pathological," and when established, are not considered grounds for rejection by life insurance companies.

Recently Dr. Hellebrandt and co-workers at Wisconsin (1932, a, b) set out to discover what kind of exercise leads to this form of albuminuria, in an attempt to determine more nearly its actual cause. Women students of physical education were employed as subjects. The exercise consisted of riding a bicycle ergometer for varying lengths of time and at various rates of speed. Urine samples were secured during rest before exercise, immediately after exercise, and at twenty-minute intervals during the recovery period. The genius of their experiment lies in the perfection of an electrical generator system for measuring and recording the amount of work done on the ergometer. With this device they were able to cause even inexperienced subjects to perform repeatedly the same amount of work in a given length of time, first at a high rate of speed and then at a low rate of speed. Sometimes the work done brought complete exhaustion in five minutes; at other times it was so graduated as to extend over thirty minutes of time. They are led to conclude that there are two types of post-exercise albuminuria. One kind appears *during* long bouts of rapid and exhaustive work or *shortly after* a brief, violent exercise of speed. The second type comes a relatively *long* time after a long period of moderate, steady work. In one case described by the authors, the maximum albumin output came about one and one-half hours after the end of exercise.

They recognize three factors which may cause albumin to appear in the urine in these cases:

First, during strenuous exercise, blood is shunted to the working muscles and skin and away from the kidney; this leads to a temporary asphyxia of the capillaries and tubules of the kidney. Second, during strenuous exercise a large amount of lactic acid appears in the blood; this acidity makes the kidney tubules more "porous" to the albumin of the blood. Third, after an extended period of exercise, the pulse pressure is reduced for a considerable length of time; this reflects a sluggish circulation which also tends to produce an asphyxial condition in the kidney. Each of these factors leads to an impairment of the membranes which normally hold back the albumin in the blood.

Since the Wisconsin workers found that the albuminuria which appeared during and after rapid, strenuous work came *before* there was any drop in the pulse pressure, they conclude that the first and third of the above-named factors were responsible under these conditions. In the case of moderate, long continued work, however, the albuminuria did not appear until the "negative phase" or period of lowered pulse pressure (the second factor named above) developed. The reasoning employed by these workers appears to be sound and is well supported by findings of other workers who experimented with animals.

Professor Knoll, Director of the Department of Physical Education at the University of Hamburg, made observations (1930) on his own urine over a long period of time. In recent years he again took up riding, an interest which he developed in his distinguished military career. He found that at first a single afternoon's ride induced albuminuria. After a period of training, however, an afternoon's ride resulted in a negative urine. If, however, he had to contend with an unusually obstreperous horse, albumin would again appear. These findings are best explained by assuming that the training process reduced the amount of muscular energy necessary to ride well, and therefore less lactic acid appeared in the blood to act upon the kidney.

No doubt many readers will ask, does this temporary insult to the kidney epithelium, if often repeated, ultimately lead to permanent kidney pathology? Unfortunately there is as yet no scientifically sound reply. One can only say that it does not seem likely.

LITERATURE CITED

Hellebrandt, F. A.—1932, Amer. Journal Physiol. 101, 357;——, E. Brogdon and L. E. A. Kelso, 1932—*Ibid.*. 365; Knoll, W.—Arbeitsphysiologie, 3. 409-1930.

National Aspects

(Continued from Page 23)

clubs; and numerous other worth-while clubs. This will lead to a sane, popular intramural program of baseball, basketball, and other sports which will reach the masses and do away with the insidious growth of the spectator problem. In addition, every town and hamlet should have its Boy Scout troop trained in the art of camping and with an enriched scouting program.

Our country could do with fewer jails and penal institutions, but more athletic fields and more instructors.

Eastern District Association News

(Compiled by Louis A. Alexander, University of Rochester Rochester, N. Y.)

MASSACHUSETTS

Richard J. Schmoyer

The Eastern District Convention will be held in Springfield, Massachusetts, April 5-8, 1933. Following are some items of interest concerning the convention.

General headquarters will be at the Hotel Kimball.

Pre-Convention College Tour

Due to the fact that Springfield lies in a centrally located position among a number of famous New England colleges, a special pre-convention tour has been planned in order to give delegates an opportunity to visit all the colleges in a comparatively short length of time.

The following colleges will be visited: Smith, Massachusetts State, Amherst, and Mt. Holyoke. Delegates will be given an opportunity to inspect the physical education facilities of these colleges and to visit classes where they may be in session.

An evening demonstration by the Springfield College gym team will be given the evening before the convention opens as a fitting climax to the pre-convention college tour.

Delegates will be given the opportunity to take this tour in specially chartered busses for a nominal fee or may drive their own cars if they prefer.

Visitation to Springfield Public Schools

Delegates are invited to arrive in Springfield on April 3 and will be welcome to visit during April 3, 4, and 5 in the public schools. On April 3 and 4 there will be informal visitations allowing delegates to visit throughout the public schools.

On Wednesday, April 5, visitation tours will be planned in order that delegates may see programs arranged according to group interests. The following will be planned for delegates:

1. A game program tour (particularly planned for those people interested primarily in recreation).
2. A dance program tour, which will give delegates an opportunity to see a cross section of the dancing taught from kindergarten through senior high school.
3. Elementary school tour.
4. Junior and senior high school tour.
5. Cross section tour—elementary, junior, senior high schools.

Pre-Convention Meeting of the Therapeutic Section

Miss Josephine Rathbone, chairman of the Therapeutic Section, has arranged for a pre-convention meeting on Wednesday, April 5, at the Shriners' Hospital. This is an exceptionally fine opportunity to visit one of the leading orthopedic hospitals in the country. Dr. R. M. Hatt, Director of the Shriners' Orthopedic Hospital, will address the delegates at this meeting. Dr. Hatt is acknowledged to be one of the foremost authorities in this field.

Mr. Carl Schrader, Supervisor of Physical Education for the State of Massachusetts, has submitted the following items.

The state-wide and local surveys which have been made in Massachusetts show that physical education is in less danger of being curtailed than other of the newer school subjects. In no instance has it been discontinued entirely, and the curtailments up to the present time have been merely in the numbers employed for supervision.

The Harvard Summer School of Physical Education, which was the first in the country, has been discontinued and will not open this coming summer. With the discontinuation of credits for four-year certification the attendance naturally dropped off, and it has finally been deemed wise to close the school officially. This step will be regretted by the many thousands whose memories go back to the enrichment they experienced in Cambridge.

Governor Ely recently sent a letter to all the school com-

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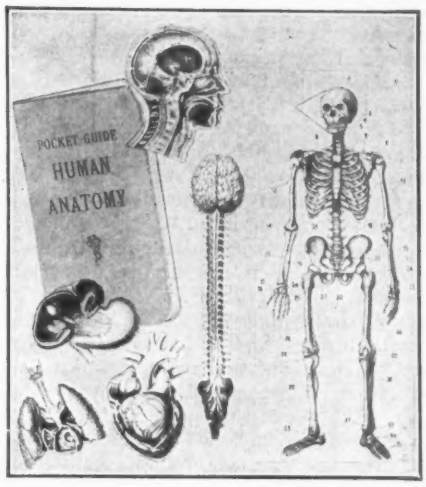

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mittee chairmen in the state urging them to make all possible recreation facilities available for the army of unemployed. This appeal is being answered in many communities by the opening of gymnasia, swimming pools, and other recreation facilities.

The Governor evidently realized that in order to save and maintain the morale of the unfortunate people recreation would have to be pressed to the fore. Naturally, both men and women teachers of physical education will be called upon to make an extensive contribution of service.

The following items have been submitted by Miss Ruth C. Duffy, secretary of the Massachusetts Society.

The first meeting for the year of the Massachusetts Society of the A.P.E.A. took place on December 13, 1932, at the Posse-Nissen School. Mr. Thomas Hines, President, presided. The speaker of the evening was the Rev. William Macnair of Cambridge, who gave an interesting talk on "Physical and Moral Courage." This was followed by films of the 1932 Winter Olympics and of track and field events by Mr. Harry Nissen.

Miss Nellie Lee Holt, Professor of Religious Education, Stephens College, Columbia, Missouri, gave a most interesting talk on "These Things Shall Be" at the Brookline High School Auditorium, January 10, 1933. This talk was sponsored by various educational groups among which the Massachusetts Society of the A.P.E.A. was numbered.

Mr. Robert Murray, Field Secretary of the National Recreation Association, served as leader for the Five-Day Institute which was held from January 9 to 13 inclusive. On Saturday, the 14th of January, Mr. Murray served as leader of recreational activities at the Girl Scout Rally.

CONNECTICUT

Dr. Charles J. Prohaska

A unique experiment in correlating the work of the department of chemistry and the health examination is being carried out in the high school at Meriden. Under the supervision of the school physician and the teacher of chemistry a selected group of students are making a urinalysis of every student in high school. Each specimen is numbered corresponding to the name of the student, the names being known only to the physician and the principal.

An indication that school children and their parents are being made "health conscious" was pointed out recently in New Haven when more than 6,000 pupils of junior and senior high school age responded to a special X-ray examination of the chest. The cost of this examination was 60 cents per pupil and parents willingly paid this amount in order that they might be better informed as to health conditions of their children.

It is encouraging to note the enthusiastic response on the part of classroom teachers in the smaller towns and rural districts in supervising and conducting better physical education programs for all grades. One reason for this is the simple practical arrangement of the new loose-leaf program of health and physical education recently prepared by the state board of education for grades four, five, and six.

NEW JERSEY

Dr. Allen G. Ireland

Under the auspices of the physical education department, the girls of the Bound Brook High School may enroll for horseback riding. The student pays the cost and the group meets Saturday mornings.

Miss Grace Jones of Summit has a committee of mothers from the Parent-Teachers Association to sponsor and aid in promoting play days and athletics for the high school girls.

The major physical education students at the Trenton State Teachers College had the pleasure recently of meeting Miss Mary Wood Hinman, who, while visiting the college for a day gave instruction in dancing and an address on the philosophy of dancing. Miss Hinman's visit was sponsored by the Women's Physical Education Club.

The silhouettograph is used in Audubon for grading the posture of junior high school girls.

The four junior high schools of Montclair carry on interschool competition among themselves but there is no league organization and there is no schedule. The games are arranged spontaneously so to speak. A classification scheme using age, grade, weight, and height is used to equalize competition. High school boys officiate. The games are soccer, basketball, and baseball.

Through the kindness and efforts of Mr. Arthur E. Morr, Director of Physical Education for the Camden Public Schools, a series of eight weekly radio broadcasts on physical education was given during December and January over WCAM.

Mr. Alfred Livingstone of Eastside High School, Paterson, is deserving another acknowledgement for his success in arranging radio talks on physical education over WODA.

The East Orange department under the direction of Miss Dorothy LaSalle is undertaking a study of character education with a view to establishing objectives to be attained through physical education.

MARYLAND

Miss Naomi M. Lantz

The Maryland State Basketball Committee for Women conducted its Fourth Annual Interpretation Meeting in Baltimore early in December. In addition to being a time for general interpretation of rules there was a model basketball game with a demonstration of refereeing and umpiring by nationally rated officials. The growing interest in basketball in Maryland was evidenced by the 158 teachers and coaches who attended the meeting. This was followed by a coaching course and a weekly basketball night for the teachers and their friends.

The Maryland Physical Education Association is again editing the news letter which made its début last year. The first issue had a strong article on "Why Physical Education."

Mr. Ernst Hermann, Director of the Sargent School for Physical Education, Boston University, came to Baltimore early in December. Mr. Hermann seemed especially interested in fieldball conducted as a separate tournament for the colored girls.

In place of the autumn Hop Scotch Tournament of the elementary schools, a Community Play Day Meet was arranged for Schools Nos. 60, 62, 63, and 29 at Western High School.

This meet was in no sense a competition between schools but a contest among individuals in the activity each chose. The four hundred boys and girls who attended were divided into three groups, the Reds, the Whites, and the Blues, and each pupil took part as a member of his color group. Since there were Reds, Whites, and Blues from each of the four schools, each school could rejoice over the final victory for the Reds.

Activities for boys were soccer kick for distance, 50-yard dash, and soccer baseball tournament. The girls participated in round arm dodgeball throw for distance, potato race, and circle dodgeball tournament. Everybody took part in the grand opening march, headed by the Polytechnic band.

It is anticipated that more of these meets will be held in the future. The Hop Scotch Tournament will be in the spring.

Goals for soccer, fieldball, and hurlball were erected recently on twenty-six school fields which had not previously been marked for these games. The tournament games of the interschool series were played on these fields for the first time this fall, instead of taking place in the parks.

RHODE ISLAND

Miss Neva L. Langworthy

The Rhode Island Physical Education Association held a meeting Wednesday evening, December 14. The speaker was Mr. Carl L. Schrader, Supervisor of Physical Education, Massachusetts. His subject was "How and By What Means We May Best Obtain Objectives in Physical Education." Mr. Schrader emphasized the fact that there is much value in the old type of gymnastics, and that these should not be entirely discarded for the new. Following the address Mr. Schrader led a group of high school girls in a period of informal activity on the floor.

The Rhode Island Board of Approved Basketball Officials for Men held a meeting to discuss the new rules at Brown Gymnasium on December 9. A demonstration game was staged by two Brown varsity basketball teams. By means of a microphone the maneuvers were explained and fouls demonstrated.

Northwest District Association News

Submitted by Clair V. Langton, D.P.H., Oregon State College

OREGON

Jack E. Hewitt

The Oregon State Physical Education Association held a most inspiring meeting in Portland on December 30, 1932, in conjunction with the Oregon State Teachers Association. If the attendance had any significance as to the trend of the times, the depression was not evident. It was the largest and most enthusiastic gathering the association has ever witnessed. The outstanding speaker of the day was N. P. Neilson, Chief of the Division of Health and Physical Education, State Department of Education, California.

Dr. John F. Bovard, Dean of the Schools of Physical Education at the University of Oregon and Oregon State College, and President of the Association, opened the meeting with an address of welcome. This was followed by R. E. McCormack, Principal of Pendleton High School, who gave the main address of the morning. Mr. McCormack spoke of the need of reorganizing physical education in Oregon, and said that it should be given a place in every secondary school curriculum in the state on the same basis as other subjects. He also urged that every student devote daily a regular recitation period to physical education and that credit toward graduation be given for this work. He concluded by saying that superintendents and principals are now demanding thoroughly trained specialists in health and physical education.

Sectional meetings with enthusiastic discussions followed for both men and women. Miss Natalie Reichart, Oregon State College, presided for the women's division. Mrs. Dorothy Fudge, Superintendent of Playgrounds, Portland, talked on "Playground Competition for Girls." This was followed by an interesting explanation of the "Point System in Oregon," by Miss Frances Baker, chairman of the Eugene Public Schools and present secretary of the Oregon Point System. Miss Bloomer of Eugene spoke on "The Modern Fundamentals of the Dance." The session was concluded with a practical demonstration of badminton under the direction of Miss Evelyn Hasenmayer, of Reed College, Portland.

In the men's group, A. T. Gill, Oregon State College basketball coach, told of "The Modern Trends of Basketball." Mr. W. Van Loan, Principal of Roosevelt Junior High School of Eugene, related an interesting experiment being carried on in his school on "Combining Physical Education with Science and Health." "Making Intramurals a Part of the Physical Education Program for Junior and Senior High Schools" was next in order, given by Ralph O. Coleman, Director of Intramural Sports, Oregon State College. C. P. Keyser, Superintendent of Parks and Playgrounds, Portland, showed "The Relation of the Park and School Ground and Playground Management."

Both groups adjourned and met at the University Club for a short business meeting and luncheon. E. R. Knollin, of the University of Oregon, led the group in songs. The main luncheon speakers were George W. Hug, Superintendent of Schools, Salem, who related "The Place of Health in our Physical Education Program." Dr. Bovard then spoke of "The Future of Physical Education." He mentioned that physical education is passing through a trial period and recommended the need of better programs, harder work, and cooperation on the part of the physical educator.

The afternoon session was opened in the form of lively round table discussion headed by N. P. Neilson of California. Mr. Neilson told of physical education and its reorganization in California. He related that the state, and we as physical educators, owe every child in the educational system some sort of a physical education program, whether it be restricted or an organized activity. Formal exercises are now passé as part of the physical education program; and he said that students should be classified into various groups. He reiterated that the best way to evaluate physical education in a school is to measure the progress the pupils make under the program.

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Mid-West District Association News

Compiled by B. E. Bayh, Supervisor of Physical Education, Terre Haute, Indiana

COLORADO

Fred W. Huling

The State Executive Committee and the officers of the Association for the year ending November 1, 1933, are:

President—Fred W. Huling, Pueblo.

Vice-President—To be elected from the Western Division as soon as their organization is completed.

Secretary-Treasurer—Edna Willis, Boulder.

Chairman of Eastern Division—Miss Elizabeth C. Forbes, Fort Collins.

Chairman of Southern Division—Ralph Wonders, Canon City.

Chairman of Western Division—R. H. Holt, Grand Junction.

Members at large—Retiring President, Willard Greim, Denver.

The State Executive Committee met Saturday, December 3, at Denver. Considerable time was spent in getting the State Association constitution into final form. The state bulletin and methods of financing it were discussed at length; the general conclusions reached were that a special effort should be made to secure memberships. These efforts are to be conducted by the Executive Committees of the three divisions of the Association, and through the columns of this bulletin. It was unanimously voted that every effort should be made to continue the publication. The general impression was that this was about the only means in Colorado of contacting the schools of the state in matters of health and physical education.

Mr. Willard Greim was appointed state representative to the Mid-West Convention to be held in Wichita, March 29, 30, 31, and April 1, 1933.

KANSAS

Edna McCullough

Our state association has grown so much in interests and scope that we have voted to change the time of meeting from the fall during the State Teachers Association to a separate time. This will make it possible to secure the entire interest and attendance of our members, who are sometimes hampered by necessary attendance at other group meetings during our convention, such as a college section, a high school section, Y. M. and Y. W. C. A. sections, and others. The probable time of meeting will be some time in February on Friday evening and all day Saturday.

The second bulletin of the Kansas Association for 1932-1933 has been mailed. Any Kansas member who did not receive one should write to the secretary, Miss Frances Thomas, Rosedale High School, Kansas City, Kansas. News items of the Kansas members should be sent to Mr. L. P. Washburn, K. S. C., Manhattan, editor of the bulletin. He would be exceedingly glad to receive any items of interest, individual news items, and accomplishments of our state members.

Miss Irma Jean Nevins of K. S. T. C., Pittsburgh, is at work upon a syllabus of physical education for rural schools at the request of the State Superintendent of Schools.

Units of credit in health and physical education are allowed for graduation requirements in the high school at Cherryvale.

MINNESOTA

Edgar W. Everts

A meeting of the Minnesota Physical Education Association was held in conjunction with the biennial convention of the Minnesota Education Association, November 3 and 4, 1932. This meeting was one of the largest in the history of the Minnesota Physical Education Association, there being nearly four hundred full- and part-time teachers in attendance.

The session opened Thursday evening, November 4, with a reception tendered by the Twin City physical education teachers to those from other sections of the state. The social event proved very successful and helped to create a fine spirit for the professional meetings on the following day.

The program on Friday was continuous, opening with a meeting of the State Council presided over by Mrs. Elenore Groff Adams, President of the State Association, and representatives of the various sections of the state. At the meeting of the Council, reports were received from the various sections of the association and other important matters pertaining to the association were given attention.

There are now six active sections of the Minnesota Physical Education Association, namely: Southeastern, Northeastern, Central, Duluth, St. Paul, Minneapolis.

Dr. C. H. McCloy of the State University of Iowa gave a most interesting and forceful presentation of the problem of tests and measurements in physical education at the general session.

At the luncheon meeting of the association it was unanimously voted to invite the Middle West Society of Physical Education to hold its annual convention in St. Paul for 1934. Since there has been no convention of the Middle West Society in this section of the district since 1925, it was the consensus of opinion that we are due for the stimulus of such an event.

The following officers were elected to serve the Minnesota Physical Education Association for the next two years.

President—Mr. George Olsen, Director of Physical and Health Education, Red Wing.

Vice-President—Miss Mabel Shirley, Director of Physical and Health Education for Women, St. Olaf College, Northfield.

Secretary-Treasurer—Rudolph Perlt, St. Paul Public Schools.

The meetings closed with demonstrations Friday afternoon. This section was presided over by Louis F. Keller, Associate Professor of Physical Education at the University of Minnesota. Dr. McCloy demonstrated the correct mechanical principles to be utilized in the teaching of certain gymnastic and athletic skills. A very effective regular class program for girls showing the use of squad leadership in a variety of activities was presented by a class of Minneapolis West High School Girls under the direction of Mrs. Marjorie DeLancy. The teaching of athletic skills was presented by a class from the Patrick Henry Junior High School under the leadership of Mr. Gerald Gibson.

MISSOURI

Henry E. Detherage

Miss Mildred Wright, who is one of the instructors of physical education at the Teachers College, Warrensburg, is on leave of absence this year. She is attending Teachers College, Columbia University. Miss Thelma Shomler of Iowa is filling Miss Wright's place this year.

The *School Directory* for last year showed Missouri high schools having 796 physical education teachers. The *Directory* for the present year shows 844 people teaching physical education. This number does not include supervisors and special teachers whose names do not appear in the *Directory*. There are about 25 or 30 persons who supervise, whose names are not listed in the *Directory*.

A state letter for junior high school students was offered for the first time in January, 1932. In the remainder of the year, 552 of these were awarded. Interest in this letter was manifested by the number of applications from each school.

Much interest continues in the senior high school letter as is shown by the number of applications received. Many more applications were received than there were letters awarded. However, 920 of these letters were awarded during the year 1931-1932.

Since the introduction of play days in the Ozarks of Missouri by Miss Dot Pummill of Winona, much interest has grown in the other schools of the neighboring towns and many of them are planning play days next spring.

The State Teachers College at Cape Girardeau, Missouri, is planning a major in physical and health education to offer its students.

The Missouri State Physical Education Association at its annual meeting authorized the publishing of a monthly bulletin to be sent to the members of the association.

It May Interest You to Know---

SINCE the publication of the student membership list in the December JOURNAL, forty-nine additional students have joined the A.P.E.A. from the Bouvé-Boston School of Physical Education.

* * *

THE coming March issue of the JOURNAL OF HEALTH AND PHYSICAL EDUCATION will contain the complete programs of the National and District Associations of Physical Education Conventions and will also have a strong array of articles defining the aims and accomplishments of the various phases of the health and physical education program.

* * *

A PARENT-Teacher section meeting will be held at the sixty-third convention of the Department of Superintendence of the National Education Association in Minneapolis, February 25 to March 2.

"The Parent-Teacher Association in Economic Crisis" will be the theme developed through addresses by prominent school superintendents and leaders in parent-teacher activities.

* * *

WISCONSIN graduates have paid tribute to Miss Trilling, "Be it resolved that on this, the twenty-first year of Miss Trilling's service at the University, the alumnae, students, and faculty express their appreciation and gratitude for her able leadership—a leadership which has softened progressiveness with a nicely balanced conservatism; which has strengthened and vitalized vision with the ability to execute; which through its untiring and efficient efforts has given to the department of physical education for women, a recognition which brings honor and tribute to the University of Wisconsin."

In these words, at its annual fall meeting, the Physical Education Alumnae Association of the University of Wisconsin paid tribute to Miss Blanche Trilling who has served as director of the department since the fall of 1912. More than one hundred women were present at the breakfast, at which Eva Seen, Director of Physical Education at the Stevens Point, Wisconsin, Central State Teachers College, presided. From all parts of the country came wires and letters expressing appreciation for the inspiration of Miss Trilling's leadership.

Since Miss Trilling took over the direction of the department, about five hundred women have been trained at Wisconsin for the profession. Thirty-seven states, and in addition, Canada, Alaska, China, Japan, and Uruguay have been represented by these students. At the present time, about one hundred and fifty of these are teaching in universities and colleges in all parts of the country and almost an equal number have married and assumed the duties of homemaker. The remaining two hundred are in the following fields: secondary and elementary schools, physiotherapy and orthopedics, Y. W. C. A., recreational directors, medicine, hospitals, camps, Girl Scouts, business.

Many phases of national work have known Miss Trilling's influence: the Athletic Conference of American College Women, the College Directors Association, War-camp Community Service, and the Women's Division of the National Amateur Athletic Federation. Before coming to Wisconsin, she was Director of Physical Education for Women at the University of Missouri and was Associate Director of Physical Education at the Chicago Normal School.

* * *

THE *School of Education Bulletin,* University of Michigan, for November, 1932, contained a constructive editorial "Conserving Educational Progress," by Dr. Edgar Johnston, Principal of the University High School, from which the following paragraph has been extracted:

"What is needed is a redefinition of essentials. The practice

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* * *

THE National Child Labor Committee, 419 Fourth Ave., New York City, has just issued a small pamphlet, entitled "Where Shall They Go?" which urges legislation to raise the age for entering employment and leaving school to sixteen years. It is the contention that during this period of depression hundreds of thousands of children under sixteen years are still employed in positions that should go to adults, and furthermore, that other children of this age not in school and not working are swelling the ranks of potential juvenile delinquents.

* * *

DR. Arthur B. Moehlman, Editor of the *Nation's Schools*, writing in the December, 1932, *Outlook* makes the following significant statements on the new education:

"Schools change as social need demands. While the three R's were adequate for a rural and frontier economy they are today merely tools which the child may use in other essential fields of instruction. If we desire to produce a generation able to cope with the intricate problems confronting it, we cannot afford to neglect the health activity, the social studies, the exact sciences on which our industrial culture rests, the fine arts, or vocational fields.

"Out-of-school recreation, extra-class activity, libraries and general guidance is also vital under our present order of living. The development of constructive leisure time interests is a small price to pay for future social stability. It is one of the real means, according to modern sociological theory, of providing safeguards against future delinquency."

* * *

RECOGNIZING the importance, particularly in these times of unemployment and distress, of morale and health sustaining activities, particularly for children and the youth, the National Jewish Welfare Board, 71 W. 47th Street, New York City, has undertaken to make more effective its activities in the field of health work, physical education, and camping, by coordinating these services and establishing a Department of Health and Camp Activities.

The Jewish Welfare Board is the parent body for 260 Young Men's Hebrew Associations, Young Women's Hebrew Associations, and Jewish Centers in the United States and Canada, with a membership of 300,000 children, young people, and adults.

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Women's Basketball Rules

(Continued from Page 40)

effectiveness. Evasions should be used only when it is necessary for the forward to advance herself with the ball toward the basket, or to clear herself of a guard in order to shoot, or to cut one guard out of the play by getting between her and the basket, or to enable her to pass.

There must be an effort on the part of the forward to develop a number of types of passes. She must be such a versatile passer that she can make one regardless of the position of her body, and regardless of the position of the ball in relation to her body. A new thing which has come into basketball as the result of the new guarding rule is that in a great many cases the ball must be passed with the impetus coming largely from the wrist. When a forward is being guarded around the body by the guard, she cannot use a wide arm motion in her pass and so makes use of her wrist to avoid personal contact. While the use of the wrist in passing has probably been emphasized before because of its speed and accuracy for short distances, its coaching and use has never been imperative as it is now.

Girls seem to have difficulty in learning when to shoot and when to pass the ball back out of dangerous territory. If a forward receives or advances the ball into the shooting zone and cannot find a teammate who is free and near the basket, often she will shoot regardless of body balance, distance from the basket, or the fact that she or the ball may be covered by a guard. The forward should remember that it is better to try the attack again than to throw the ball away trying impossible shots. Often the forward will be attempting to play faster than she is able and so exceeds her skill in footwork and accuracy in shooting. Because of this, at times she is forced to shoot or pass wildly in order to avoid taking steps, or she may incur a charging foul because she is unable to stop. If these forwards could be made to understand that the ball need not always be advanced in the direction of the basket and that it is

most important to retain possession of the ball until a comparatively sure shot may be attempted, a great step forward in their offensive play would be made. The fact that the guards can now cover the ball so effectively makes this fact more important.

The new guarding rule is forcing forwards to perfect themselves in shots and passes which are impossible to guard. They should practice "hook" and "overhead" shots and passes. It has been pointed out before how easily a guard may tie up a forward by the use of a boundary line. Of course, the forward cannot always control this since it may occur when the rebound has been fielded near the end or side line, but while the forwards have the ball in their possession, they need not pass it so that the receiver will be in such a position. If the guards will play the ball to their forwards from the center line instead of playing it to a forward standing on the line, the opposing guards will be unable to use that line to force a pass back into the section from which it came.

INASMUCH as the new guarding rule has definitely speeded up girls' basketball, the work of the referee must be much faster than formerly to be just and accurate. It is absolutely necessary for the referee to get a close view of the play, and therefore she must follow the ball onto the floor. The ball carrier fouls more with the ball under the new rule than under the old. This is obviously due to the fact that the guard may legally cover the ball more closely and fouling results from the forward's effort to pass or shoot, and in so doing striking the arms of the guard with the ball.

There is a new situation which has occurred in the refereeing of the game as a result of the new rule. Often as the forward starts to pass or shoot, the guard brings her hands down in an effort to cover the ball. There is definite motion on the part of both players, and they may have started their motion at exactly the same time. The ball hits the guard's hands just as it is released by the forward. The guard does not actually gain possession of the ball at the time of the first contact with her hands, and as the ball falls it is recovered by both players. This situation or a situation closely approximating it occurs very frequently and very quickly. Sometimes it appears to be a foul on one player and sometimes on the other. The question is how to call it so that the calling is consistent and just, when it is impossible to determine just how it happened. It would seem fair and almost necessary to call a tie ball. When a tie ball results following a very definite foul by the forward or the guard a penalty should be given to the player incurring the foul. The situation described above is meant to apply only in those cases when it is really impossible to tell exactly what did happen. It is better to give a decision which is fair to both players rather than to call a foul on one and hope that she is the offending player. To call a tie ball would seem fairer even though at present it is not in accordance with the letter of the rule.

When a guard brings her hands down over the ball as the forward is starting to shoot, the referee must determine which one started her motion first. It may be a technical foul on the guard for striking the ball while it is in the possession of the forward, or it may be a personal foul on the forward for striking the guard's hands with the ball. If both start their motion simultaneously, it is a double foul. The referee must remember that the forward commits a personal foul if, in an effort to pass or shoot, she throws the ball through the guard's arms and the contact of the ball is made before it has left the forward's hands.

AS FAR as one is able to determine, considering its recent introduction, the new guarding rule seems to be a step forward in the development of the girls' game of basketball. It has very definitely speeded up the game and is forcing the forwards to develop more skillful offensive play. Whether they can develop enough is the question. Certainly at present, the guards seem to have the advantage in their legal methods of play. The guards even have an advantage in that the fouls resulting from the change in guarding are, for the most part, personal on the ball carrier and technical on the player guarding. Since the forwards are the ball carriers about three-fourths of the playing time, the guards are more fortunate in that players are disqualified on three personal and five technical fouls. Perhaps the rules committee will have to come to the rescue of the forwards by the introduction of more liberal means of progression, such as the dribble, or of more scoring threats by opening up the floor so that all players will be eligible to shoot for the basket.

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Social Dancing

(Continued from Page 30)

boy a feeling of mastery in the dance. If he dances well you can be sure he will be much less apt to stand around. On the other hand, some boys who can dance, stand in line because they think it is smart and manly. Proper standards of group responsibility taught from the earliest grades would help to counteract this false notion.

When girls are wall flowers because they are such poor dancers that it is really an ordeal for anyone to dance with them, the solution is, of course, more and better training in social dancing. A real problem, however, is the adolescent girl who already has defense mechanisms against unpopularity. She claims she doesn't like boys. When they do dance with her, she is snippy and critical. Naturally, the boys avoid, if possible, a second encounter with such a discouraging type. But this type would never exist in the first place if the school assumed its responsibility early enough in bringing the boys and girls together in a friendly sociability.

Then, too, there are both boys and girls who have unfortunate handicaps like overweight, tenseness, excessive perspiration, or halitosis. But are not these problems the responsibility of the physical education department? Certainly, if the mothers do not take the responsibility for making their children attractive and successful members of society, the school should do everything in its power to save pupils from maladjustment.

Then of course, there are the shy and unassuming boys and girls who just need to be given a little confidence and tactfully incorporated in the group. With good dance training and a little judicious spotlighting by the teacher, this type often turns out to be very successful not only as dancers but as leaders in other activities of the school. They merely need to acquire social confidence and poise which comes from participation.

The worst possible arrangement for the social dancing—one that is sure to breed problems—is unfortunately found in many schools. During the noon hour the school gymnasium is open for social dancing. A few teachers stand around to "keep order," but the boys and girls solve their problems on a purely trial and error basis. It turns out to be in most cases an error basis. The boldest girls go right up to the boys and insist on them dancing. With a half dozen girls of this type in a group, you soon have a clique that discourages the boys from dancing with the more modest girls. The boys then form a stag line and await their chance to cut in on these few self-elected "belles of the ball."

The way to really solve this problem is to form classes of specific age groups and teach them all to be acceptable dancing partners. This includes grooming, psychological attitudes, and group responsibility, as well as proficiency in the actual dancing. Dancing games, Paul Jones, elimination dances and contests, all help to keep the class interesting and very social. It is necessary, however, to keep congenial and homogeneous groups together so there will be a group feeling always present. Large, unwieldy groups are almost impossible to manage well.

Of course, where the *laissez faire* philosophy has been followed for years, schools cannot hope to get immediate results. Nor can they hope to solve a superficial problem like the stag line unless they go deeply and thoroughly into the fundamental problems of sex adjustment and group responsibility. However, just a little plain good sportsmanship would work wonders at school dances. In all games and activities of the physical education program, good sportsmanship is emphasized. Why let it be forgotten in the social dance situation? After all, when young people go to bridge parties, they meet good, bad, and indifferent bridge players, but no one refuses to play with a poor partner. No one withdraws from the game and watches, just because he is not thrilled with his allotment of a partner.

Physical education, today, is supposed to be much more than physical training; it is supposed to be real all-round education, developing boys and girls into healthier, happier, more attractive and useful personalities. The social dance offers a challenging opportunity to physical educators to carry out these ideals in the most popular indoor sport of American youth of today. To feel oneself successful in one social activity contributes to the feeling of self assurance and poise that is every child's need and right.

Pupils of the Horace Mann School demonstrating an arch figure of the Paul Jones

Yoga Asanas

(Continued from Page 15)

down. Then he gradually exhales. The pose may be repeated three to five times.

The *Dhanurasana* or the *Bow Pose* (figure 9).— This may be designated as the abdominal stand for the whole body rests on the abdomen. The student lies on his chest with face downwards in a relaxed condition with arms at the sides. He folds the legs on the thighs and raising his hands backwards catches the ankles and then lifts the whole body in a convex arch by tagging the hands and legs, with the abdomen as the apex, resting on the floor. The beginner is advised to widen his legs as he pulls at them to secure a perfect bend of the spine and maximum curvature. Normal breathing should be maintained.

The *Ardha-metsyendrasana* or the *Spine Twist* (figure 10).—In this pose the student places the right heel between the fork of the legs under the body in such a manner as to permit the twisting movement which comes later in the exercise. During the subsequent movements the student should see that the heel does not move away from its place. Now he places the left leg on the opposite side bending the knee at the top, the foot set firmly on the floor and close to the knee joint. In order to twist the spine and the trunk to the left side he secures a mechanical advantage, the shoulder joint is placed against the vertically bent left knee and he catches hold of the right knee with the palm. He applies the pressure at the shoulder joint and also where the hand catches the left knee. Then he slowly twists and the spine is to the extreme left. He turns also facing towards the left side to come in line with the left shoulder. To get additional mechanical advantage he swings the left arm behind the back and catches hold of the right thigh near the fork and tugs at it. This position is retained for a few seconds and then released. Now for the twist on the right side; the left heel is placed against the fork and the other leg and hands utilized as stated before for the reverse effect. Throughout the pose the student is advised not to stoop but rather to keep the backbone erect and also maintain normal breathing.

The *Thrikonasana* or the *Triangular Pose* (figure

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11).—The student stands erect with his legs apart. The distance between the feet should be about two or two and one-half feet. He then stretches his arms wide on the sides in line with the shoulders and parallel to the ground. He then keeps both knees erect and dips his outstretched arms to the left side, the left fingers touching the left foot. The neck also is bent well at the shoulders and the student should gaze at his other arm, which is raised straight in the air without a bend in line with the dipped arms and shoulders. He retains this pose from five to thirty seconds and then comes back to the standing position. Then he repeats the whole process on the right side. This movement is advised to be performed from three to six times.

The *Mayurasana* or the *Peacock Pose* (figure 12).—Kneel on the ground and squat on the heels. Bring the forearms together and rest the palms on the floor. The forearms are together resting on the floor, the inside of the forearms must face out, the little finger of the hand in contact with the little finger of the other hand. The thumbs touching the ground on opposite sides of the joined palms. In this position one feels a great pull of the muscles of the forearms. Now take a partial inhalation, stiffen the rectus muscles, and lower the abdomen slowly against the joined elbows. Rest it on the elbows just about a little below the region of the navel. Then stretch backwards one foot, then the other, taking care not to topple over the side. Now hold the breath in without relaxing the abdominal muscles, and, having joined the two legs together, slowly push the body forward and dip down slightly until the weight of the body is evenly balanced on the elbows and the feet leave the floor of their own accord. The legs also ought to remain stretched, the buttocks pressed together and contracted. When the body comes to a straight position with the head in line, keep it parallel to the earth.

The *Pada-hasthasana* or the *Feet and Hand Pose* (figure 13).—The student first stands erect with the hands hanging down to the sides, heels together, and toes apart. All the muscles must be relaxed, then he stoops forward and down, bending his body double, catching the toes with the hands. This is accompanied by an exhalation. The knees are kept perfectly still, side muscles exerted. The student then bends his body nearer and nearer to the legs until the face gets completely buried in the depression between the knees.

The *Savasana* or the *Still Pose* (figure 14).—Lie flat on the back on a soft spread. Rest the hands on the floor on the sides. Join the legs and stretch them straight. Let the heels remain together and the toes separated, permitting the thighs to roll outwards in an absolutely relaxed condition. Keep the face looking upward.

The *Yoga-Madra* or the *Stamping Pose* (figure 15).—Sit as shown in the Lotus Pose (figure 1). Then bend the trunk slowly forward, raising the buttocks from the floor, the elbows lifted and widened until the forehead touches the floor. Bury the whole face on the spread. After reaching the floor, slowly inhale as fully as possible. Then exhale. This pose is enjoined to be practiced three to six times for one exercise.

There is a misconception commonly prevalent that Yoga is ascetism pure and simple. It is not, and the philosophy of Yoga may thus be simply stated as preached and practised by Gauthana Buddha. "There are two extremes which must be shunned. The one is a life of pleasure devoted to desire and enjoyment. That is, base and ignoble, unworthy, unreal, and is the way of destruction. The other is a life of self-mortification, gloom, and torture. This is unworthy, unreal, and leads to nothing. The middle way of wise temperance and recollectedness is the way which ascends the mount of vision."

The main streams of thought flowed from the heights, as the rivers Indus, Ganges, Brahmaputra, and Jumna rise in the great northern mountains of India, and, flowing through, irrigate and fertilize the harvests of widely differing countries. Will it be so with the thoughts I have outlined in this article? My deep conviction is that the hope of the future lies in the East and the West to meet and mingle in the brotherhood of culture, without which other things are nothing, for each has its own particular and peculiar contributions to make.

Apache Woman's Dance

(Continued from Page 37)

other squaw ready and they all three dance to the beat of the tom-toms and the chants of the Indians.

Position of Dancers

The buck facing forward stands between two squaws who are facing to the rear. Diagram I. As many groups of threes as will form two straight lines opposite each other. (Bucks facing one another.) Diagram II.

Diagram I

Figure I.—Each buck advances four walking steps forward toward each other and retires four steps backward, accompanied by the squaws who take four steps backward as the buck takes his four steps forward and four steps forward as the buck moves back.

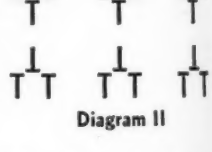

Diagram II

The three keep shoulder to shoulder throughout the movement.

The figure is repeated to the chants of the Indians and the beat of the tom-toms until on some definitely accented beat the two lines shift into a single circle the easiest way possible, all facing the center.

Diagram III

Figure II.—With feet together and arms folded across the chest all jump four jumps in line of direction.

Repeat, jumping four jumps to place.

Repeat all, alternating four jumps right and four left.

Figures I and II may be repeated as often as desired.

A Progressive School

(Continued from Page 22)

In the beginning the boys very much resented having girls on the same team. Much to their surprise however they soon discovered that the girls could do most activities as well as they and in many instances the girls excelled. They soon forgot that they disliked the arrangement and appeared to enjoy it.

In scoring the relays *two* points were given to the team that finished first and one point to each team that finished quietly and in a straight line. The children suggested this themselves. They like to prove that they can get quiet quickly after having had a good time.

Following is a list of activities used during the five week period:

Relays	Self-Testing Activities
Walking	Forward Roll
Hopping	Jump Stick
Medley	Through Stick
Running	Jump Foot
Catch and Stoop	Elephant Walk
Throwing Balls into a Basket	Head Stand
Quoits	Eskimo Roll
Competitive Games	**Folk Dancing**
Simple Dodgeball	Seven Jumps
Progressive Dodgeball	Peas Porridge Hot
Quoits	
Bombardment	
Newcomb	

The folk dancing was wholly experimental. We did no preliminary clapping or work on fundamentals. The girls had a good background but the boys had had very little rhythm work and were self-conscious, so we wanted to get started with a minimum amount of displeasure. We selected "Seven Jumps" for two reasons: firstly, because the formation is simple, i. e., it does not require partners and the boy-girl idea was thus eliminated; and secondly, because it is simple but fun. At first the boys were diffident but before long they were enjoying it as much as the girls. "Peas Porridge Hot," using the hand and foot combination, amused them too.

"Newcomb" was the thing they liked best. They acquired an amazing amount of skill in a very short time. Perhaps the fact that the boys asked if they might play it in the fall indicates that they really liked it.

In the self-testing activities the boys were very much surprised to find that the girls did things more easily than they. This spurred them on and made them more analytical. They figured things out on a rational basis and so progress was evident. Two outstanding characteristics of this age are: (1) rapid development of coordination and sense of judgment, (2) an interest in experimenting. These two characteristics were considered not only in the physical education program, but in the whole program of the new education.

The plan outlined for the fifth grade is different than for any other grade. During the year the college gymnasium is used most of the time by the college classes and there is no gymnasium at the elementary school so we decided to take advantage of the opportunities of-

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The camp group is limited to fifty in the belief that greater social values can be obtained with a small number sharing together this unique situation of summer school courses in a camp environment. Discussion groups, camp fires, recreation parties and group singing are included in the informal program of camp.

Camp caters primarily to teachers of physical education who wish to keep their teaching technique up to date. Emphasis is given to the training of officials for Junior High School, Senior High School and College Play Days as well as training for the national ratings of officials in Field Hockey and Basketball.

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fered this summer and concentrate on apparatus work.

The Vikings, the children told us, were characterized by their ability to do well things they tackled. This was our primary challenge, and the response was gratifying. We had two squads. One entirely boys and the other girls. We did this because the girls wore dresses and not gymnasium suits.

The apparatus work included rings, ropes, horse, and box. In the beginning the children wanted to do things just once and then just what they wanted to do. However, through correlating with the big unit—Viking—we were able to stress form and at the same time hold interest.

There was progress in both the simple and the more difficult work. The admiration for courage, strength, and grit coupled with the contempt for cowardice so characteristic of this age was responsible for the success of the work. Everyone tried and the children were quick to realize that for some, certain things were impossible. Instead of laughing at the attempts, they were sympathetic and encouraging if they felt the individual was earnestly trying.

Occasionally we ended the period with relays or competitive games suitable for fifth grade. Their chief interest however was the apparatus work. In the beginning, the girls climbed ropes best and the boys were more successful on the rings. The last two days of class we checked on the different pieces of apparatus and found that there had been much improvement during the short five-week session.

The slogan, tritely speaking, of the new education might easily be "Correlation with the Unit, Work, or Center of Interest." Many observing teachers during the summer were astonished when they saw the children work out in a practical manner problems which had puzzled them in class. This was particularly true of the lower grades where it was possible to carry out a more all-round program. If the observers followed the children back to their classrooms they found that many ideas had "sprouted" during the period of physical activity—ideas which often increased interest in the unit work.

This was my first experience in a school of progressive education, consequently this program was purely experimental. For the sake of other young physical education teachers who may find themselves in similar situations or who may want to try "correlation" to the "nth" degree may I make the following suggestions:

1. Try to help select the unit of work. Some subjects lend themselves more easily than others to correlation or special subjects.

2. Remember that the physical education periods primarily are activity periods.

3. The most important prerequisite for success is a good professional background. In addition, one of the greatest assets a physical education teacher, who hopes to be able to cope with the problems that arise in working out a program which correlates with any center of interest, is *an active imagination.*

4. Be careful in the selection of activities in the intermediate and upper elementary grades when boys and girls come to the same physical education class. If the girls wear gymnasium suits the problem is not so great.

5. When the boys and girls in the upper grades are unaccustomed to doing rhythm work together, teach dances in the beginning that do not require partner formation, or at least not holding hands.

Following are a list of books I found very helpful:

Anderson, Lenora. *An Athletic Program for Elementary Schools.* New York: A. S. Barnes & Company, 1929.
Hofer, Mari R. *Music for the Childworld.* A. Flanagan Company, 1907.
Neilson and Van Hagen. *Physical Education for Elementary Schools.*
La Salle, Dorothy. *Rhythm and Dances for Elementary Schools.* New York: A. S. Barnes & Company, 1926.
Pearl and Brown. *Health by Stunts.* The Macmillan Company, 1926.
Staley, Seward Charles. *Games, Contests, and Relays.* New York: A. S. Barnes & Company, 1928.

Unified Administration

(Continued from Page 9)

trained instructors, facilities for greater numbers, and instruction, rather than mere exercise, in a wide variety of activities which are suited to individual needs because they are based on student interests, health examinations, and achievement tests.

V. Intramural Athletics

The intramural program represents the middle portion of the physical education pyramid. It is the "flowering-out" of the required program for the students of average ability. The emphasis here is *competition* rather than *instruction.* The activities promoted should parallel as closely as possible those offered in the required program. Skills taught in required sections should be put into practice by the intramural groups. Instructors who teach the skills in required classes should assist in supervising and promoting the same activities in intramural competition.

VI. Intercollegiate Athletics

This phase of the program represents the peak of the physical education program for men. The emphasis is on *instruction* and *competition* for individuals with superior ability. For the best interests of the participants it is desirable to require all athletes to meet the minimum achievement standards laid down by the department. In the interest of economy and efficiency coaches should be expected to teach in required classes and supervise their special sports in the intramural program.

Summary

Colleges and universities are generally regarded today as socializing agencies which prepare students for the various aspects of life; therefore, health and physical education activities can play an important part in the education of the "whole student." Since the problem is one of the health education and physical education of the entire student in the most efficient and economi-

cal manner, the various services of the program should not be compartmentalized. Specialists, such as physicians, nurses, and physical educators (including coaches), who are free to render expert service should be provided, but the various units, like the many governmental executive agencies, should be tied together in a functioning whole. Each unit supplements all the others and no one unit can render the best possible service to students without the cooperation of all the others.

Reorganization, then, for more efficient and economical administration of college health, required physical education, and athletics will mean, among other things, a director who is an educator-administrator, an educator-physician who can teach as well as treat students, a coach who is interested in the whole program and who can and will teach in the classroom or gymnasium in the morning as well as on the athletic field in the afternoon.

There are undoubtedly forces at work in the colleges to create a more wholesome balance and relationship between athletics and required activities, and between health education and physical education programs. Required and intramural activities, health instruction, and campus sanitation are gradually taking their rightful place in the program. Health service and intercollegiate athletics should be organized and conducted so their great educational possibilities are recognized and realized. The physician, the hygiene teacher, the physical educator, and the athletic coach must join in a united effort to reorganize health, required physical education, and athletics for more efficient and economical administration.

Physical Education In India

(Continued from Page 12)

need for constructive thinking is urgent. These claims have to be critically evaluated, their philosophies and practices have to be weighed, and a scheme of physical education suited to the genius and traditions of the Indian people has to be evolved. Rudyard Kipling wrote:

"East is east and west is west,
And ne'er the twain shall meet."

It would seem that he is wrong, because in the field of physical education there is much that India can accept from the West, while her contribution in return will not be in the least insignificant.

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National Safety Council

(Continued from Page 6)

School Motor Traffic Club is being promoted by the schools. It initiates activities interesting and valuable to the high school student. These include driving classes for beginners, driving tests, automobile inspection, and regulations for driving and parking near school property. State laws and municipal ordinances are studied and explained in such a way that the students themselves realize that these restrictions are but a logical and common-sense answer to the traffic problem and that their observance secures for all the highest degree of welfare and personal liability.

IN KEEPING abreast of the schools the Education Division finds its work developing along certain lines. Information and consultation service is given to many thousands of persons and organizations during the year. Small boys write for help in organizing safety clubs; superintendents for assistance in preparing courses of study; and teachers for materials and suggestions for work in the classroom. Playground directors, Boy and Girl Scout leaders, Parent-Teacher Associations, and numerous other groups and associations that have become interested in fostering various sorts of safety work frequently need advice and materials. To these, as to the schools, the division suggests activities and publications suited to their scope, membership, and plan of operation. During the past ten years, it has rendered field service in every state and in most of the larger cities in the Union; its service has included local surveys and planning for state and city safety education programs.

Ten years ago perhaps the greatest handicap to the growth of safety teaching was the dearth of appropriate material for the teacher. For want of anything better she was forced to utilize posters and bulletins intended for adult industrial workers. In the spring of 1923, however, the division published for school teachers a little bi-monthly paper called *The Bulletin of Safety Education.* It proved so popular that by the following September it was put on a subscription basis. In 1925 the name was changed to *Safety Education, A Magazine of the Good Adventure,* the size was increased, and it was offered on a monthly basis for the ten school months. It is the only magazine of its kind published in the United States and is designed to bring a variety of live, up-to-date safety material to the classroom teacher. It contains lesson plans and articles on current safety practices, stories, plays, suggestions for meeting seasonal accident hazards, and statistical information. It is well illustrated and carries each month a large colored poster supplement for posting in the classroom.

In October of 1932 the Council reached its maturity and celebrated its twenty-first Safety Congress in Washington. Thirty sectional meetings were arranged for the several thousand members who attended. Among the interesting subjects presented at the meetings of the Child Education Section were "Progress in Safety Education" by United States Commissioner William John Cooper; "An Evaluation of Techniques Used in Teaching Safety" by Dr. Florence E. Bamberger, Johns Hopkins University; and "A State-Wide Safety Program" by Dr. Allen G. Ireland of the New Jersey Department of Education.

Adaptation of Activity

(Continued from Page 31)

ing the highly technical games of the eighteen to twenty-two-year-old individual? It is true that because of publicity and general conversation there is an induced interest in kicking a football around or "fooling with a basketball." Still, the child's play with these balls is simple and elemental. The tendency of childhood in the natural play groups is to stop an activity before unduly fatigued or to change to another activity less vigorous. When a highly technical activity is organized by adults the very organization tends to stimulate the child emotionally so that he exerts himself beyond his strength. Thus an organized program of basketball, field hockey, and football tends to spur the child to excessive effort.

Because the muscles of the child have less strength and functional power to coordinate more time is necessary to develop even moderate skill in playing these games than would be the case with mature individuals. Too much time must be spent, therefore, learning the skill and unless a certain degree of skill is attained there is little drive to continue the activity. As a result, there is not sufficient time for practicing other forms of activity. Thus broad and varied interests tend to be limited. This point is important for recreational adjustments. Broad and varied interests enrich life. They make for fullness of life.

Frequently, when the technical game itself has not been organized in the elementary school, elements of the game have been isolated or set in adult conceived "game forms" or "scorable events" for practice so as to develop progressively more and more skill. An element of a game has no inherent interest in and of itself. Only as the element is closely associated with a game that is interesting is there a drive to practice it. When an individual feels that he *needs* to practice an element in order to play a better game, interest is present and satisfaction in the endeavor results. Adult conceived "game forms" containing the element or elements which the teacher considers as desirable in order to better play the technical game at an older period have as little inherent interest as has the mass of adult invented "tag and it" games which fill so many books of the present time. In turning elements of games into "scorable events" the interest, if there is any, is in making the given score and not in gaining skill in the element.

In the development of the proper attitudes, the question of the advisability of developing highly competitive games for the elementary school child should be considered. No adequate social adjustment of the

individual can be obtained without the development of the character trait, cooperation. Group life cannot be accomplished successfully unless the different members of the group cooperate. Cooperation and unselfishness are synonymous. This makes for group and individual happiness. Competitive activities, when the competition and the winning are stressed, are the direct antithesis of the spirit of cooperation. Is it possible to so teach highly technical athletic games in the elementary school that the participants gain the greatest satisfaction out of playing the game and not out of beating the other team? The argument has been set forth that the whole fabric of American life is based upon competition. Each business man is striving to outdo his competitor. Each family is trying to have things a little better than its neighbors. The slogan, "Competition is the soul of business," has been popularized. The important point here is, does the spirit of competition develop those character traits that make for the best living, for happiness? Our psychiatrists report an increasing amount of neurotic disturbances based on dissatisfactions and a striving to get away from the realities of everyday life. May not much of this increased neurosis be due to limited recreative interests and the inherent dissatisfactions in a life of competition?

THE last developmental objective to be considered is that of interpretive power. The thinking processes of the child gradually develop. The rules and strategy of the three highly technical games being considered are complicated. The elementary school child does not have the intellectual satisfaction in thinking through the various plays as does the late adolescent. Again, this reacts upon the interest in the activities and the satisfaction resulting from engaging in them.

We deplore the age that dressed the child like a miniature adult and taught him the intellectual activities of the adult, assuming that his interests and thinking processes were the same, only on a smaller scale. And yet, have we not tended to a similar procedure in organizing elementary school children in athletic activities adapted to an older period of life?

It has been only recently that these highly technical athletic activities have been organized in the elementary schools. The setting up of these activities for progressively lower and lower age levels may be attributable to the lack of a trained personnel for leadership and to the demand, first of the colleges and then of the high schools, for winning teams. Thus, there is a constant demand from above downward for more and more proficiency in the various athletic games which were originally played only at the college age.

It is significant that physical educators are being more and more concerned with the study of the laws of growth and development of the individual and an adaptation of selected activities to the tendencies, capacities, and needs of childhood and youth to the end that participation in physical education activities will lead to the development of all-round power making for health, ethical character, and social adjustments.

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Trends and Tendencies

(Continued from Page 18)

tors and the National Association have committees at work upon the problem. At Barnard we have divided our whole program into four groups—rhythmic, team, individual, and swimming groups. We have worked out an "average ability" in each group in terms of achievement standards. We have also worked out a "minimum standard" in each group in terms of hours and weeks of work plus a satisfactory degree of work. Students are urged to acquire one of these standards in each group—thus aiming at all-round physical education and looking toward future leisure time.

13. Our efforts to test and measure skills in physical education combined with our swing toward the more natural types of activities, has developed an interest in what we women in physical education call "Fundamentals." This has resulted not only in the breaking up of games into their fundamental techniques or skills but the breaking up of fundamental techniques into their more fundamental movements. One hears such terms as "skill fundamentals," "rhythmic fundamentals," and just "fundamentals," which have to do with balance in running and throwing, body mechanics, the physics of body weight, body rhythm, etc. We are studying not only the body and its mechanics, the mechanism and its needs, but also the mechanics of the game skills, in an effort to find out whether or not there are some movements or rhythms which are basic to whole groups of skills—so that by first acquiring skill in the basic movements one might increase the speed of learning in all skills.

14. No discussion of tendencies or trends would be complete without mentioning one of the most important, the newer emphasis upon creative work, which now begins in our earliest grades and continues on through college. We see it especially in the field of the Dance. The Dance as a medium for self-expression for the controlled and creative impulse is only in its infancy as an educational instrument. "The Dance in Education," "The Dance as a Fine Art"—these are rather new terms in our experience and this field gives promise of revolutionizing physical education for girls and women. We are on the threshold of much where the Dance is concerned, and the trend in the purely creative field is all toward the natural type of dancing.

15. The mechanical age has come and maybe is going. We are perchance moving on to better things—a little "plain living" is already producing "higher thinking"; character, personality, and social relationships are coming back into focus. We are beginning to think about old values and to acquire a new sense of values. In this new emphasis, physical education should shine. For what department in a college or school or system is better organized or equipped to deal with the training of character and personality and the emotions than the department of physical education?

We are learning something slowly but surely about glands and emotions. One thing we have learned is that everyone needs to experience success occasionally and each one must be exposed to situations where he *will* experience success. And so following the newer trends, we are trying to place together pupils of like ability—pupils of much the same past experience, much the same capacity—pupils whose "ceilings" are about the same. We are learning to count *improvement* in the light of capacity, not just *achievement* in grading and making awards. How stupid we have been! And so in our intramural programs there are games and types of tournaments for the "stars" and for the "dubs," games of so-called high organization and games of low organization; games for those with special defects; a game for everybody! So that each in his own sphere may experience success, and, in experiencing it, acquire a certain self-respect, confidence, and satisfaction.

16. Probably no one aspect of physical education would show more clearly the trends and tendencies in our field than a bibliography of ten and twenty years ago and a modern bibliography. We find the earlier books dealing mostly with practical material—lesson plans, drills, rules for games, etc.—while those of today suggest philosophy, principles, organization, administration, etc.—a complete change of emphasis.

17. Naturally, all of these trends and tendencies are calling for and at the same time producing a different type of instructor of physical education, and so the schools of physical training are changing to meet the demands. They are becoming schools of physical education, or colleges or departments within a college, or are being affiliated with a college or university. The length of the course is being increased to three, four, and even five years. More non-professional courses are being required and more cultural subjects in the curriculum are on the increase.

Academic degrees are being emphasized. The trend is toward requiring at least a B.S. in an instructor. Master's degrees are becoming rather usual for teachers of physical education, and the Ph.D. not uncommon. There seems to be a tendency to prefer Ph.D.'s for heads of departments rather than M.D.'s (where there is a college physician in residence) unless the college physician happens also to be a graduate of a school of physical education. This emphasis like most new emphases will probably be over-done and we shall attach too much importance to degrees, without enough importance to the character and personality of the holder, as has happened in the academic field, and then the pendulum will swing.

TO SUM it all up, there are two big tendencies at present.

1. To make our program child centered—instead of system or subject or teacher centered.

2. To base our programs upon sound scientific and educational principles.

The trends are toward Physical Education as Education; toward Physical Education as a *way* of Education.

The trends are toward, not an American *system* of Physical Education, but an American *program* of Physical Education. Joy, happiness, and satisfaction in participation are the keynotes of this American program.

Inherent Subject Matter

(Continued from Page 27)

Teaching Other Activities

Most of the other activities included in the physical education program involve the use of as much subject matter from the various fields of human knowledge as does playground baseball. The following statements are suggestive of the material which is pertinent. Applications of the principles of balance and of levers are directly useful in tumbling and may be of value in connection with basketball and other sports; an understanding of some of the fundamentals of music is helpful in dancing and other rhythmic work; in laying out soccer fields and basketball courts, the methods of describing and measuring circles will prove of practicable use; and the making of the necessary equipment for different activities provides meaningful and interesting practice in industrial arts.

The Content Should Be Pertinent

The natural interest of children in an activity may be destroyed by the efforts of a teacher to use the activity as a vehicle or device for making pupils learn some subject matter which is not directly a part of the immediate problem. The tendency of some teachers to draw into a situation content which is not naturally a part of it should be discouraged. Only the material which is clearly of value in the solution of the problem concerned should be presented to the pupils. Errors of this nature are quite common with teachers who use geography games, arithmetic games, and English games, but teachers of physical education should take care not to destroy the enthusiasm and interest which children inherently have for physical activity by drawing into it farfetched or unsuitable applications of content from other fields.

Summary

The philosophy of education which is most generally accepted at the present time defines education as a process of growth and development of experiences. Emphasis is placed on the fact that education takes place through activity on the part of the learner rather than through an accumulation of knowledge from books and lectures. Each experience of an individual involves the entire organism and results in some change and reconstruction.

The most meaningful type of activity frequently is carried on by children when engaged in the solution of some interesting problem. By organizing their teaching efforts around problems, which seem real and interesting to children, teachers can teach more successfully and the school program can be adjusted more accurately to the individual differences of the pupils. In order that teachers may be able to lead and assist their pupils in the solution of the problems which arise in physical education, it is essential that they be familiar with a broad cross section of the various fields of organized human knowledge.

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New Books Received

Complete book reviews are contained in the RESEARCH QUARTERLY

The Athlete in the Making. Jesse F. Williams, M.D., and Eugene White Nixon, M.A. (W. B. Saunders Co., 1932) 258 pages. $2.50.

In this book the authors have collected physiological and psychological facts and have clearly and simply interpreted and applied them to sports and athletics. The book is divided into three parts: Part I deals with the elements of athletic success—coordination, speed, endurance, strength, and spirit—showing the interrelationships of the physical, psychological, and emotional aspects. Part II deals with the training and conditioning of the athlete and considerations in the development of skills and in training for speed, strength, endurance, intelligence in sports, spirit, and sportsmanship. Diet for athletes, training rules, and injuries in athletics are also discussed. Part III applies the principles of athletic proficiency to football, golf, baseball, track and field athletics, tennis, and swimming. The book is a valuable contribution and both the novice and teacher of sports will find it very helpful.

Handbook on Athletic Activities for Women and Girls, 1933. Prepared by the Women's Rules and Editorial Committee of the American Physical Education Association. (American Sports Publishing Co., 45 Rose St., New York.) 90 pages. 2 Charts. 25c.

This handbook contains sections on track and field events, athletic games, and volleyball. It gives the standard rules for track and field for girls, coaching helps, and an information chart for bulletin-board use which gives events, equipment needed, performance, rules for measurements, and average standards.

Numerous useful games are explained in detail in the section on athletic games. In the volleyball section will be found the official rules for girls, practice tests, methods of adapting the game, sample scoring sheets, and a chart giving the rules in a compact form for bulletin-board use.

Health Section Report. World Federation of Education Associations, July 27-August 1, 1931. (American Child Health Association and Metropolitan Life Insurance Company, 1932) 299 pages. $1.00.

The Health Section of the World Federation of Education Associations has as its objective the advancement of the health of children through the schools of the world. A record of the plans and achievements in child health education in fifteen countries is incorporated in this report; also a series of papers on specific developments in the United States. The report shows great advancement in regard to the philosophy and practice of child health education throughout the world.

Administration of Health and Physical Education for Men in Colleges and Universities. William Leonard Hughes, Ph.D. (Bureau of Publications, Teachers College, Columbia University, 1932) 181 pages. $1.75.

Due to the very rapid growth of health and physical education work in colleges and universities, there has been a long felt need for some way of checking and evaluating the programs offered in these fields. This study presents eight hundred ten evaluated standards and policies in administration of campus sanitation and health service, health instruction, required physical education, intramural athletics, and intercollegiate athletics for men in colleges and universities. Administrators will welcome this study, which will help them to check their own college programs. There is a splendid bibliography at the end of the book.

A Child's Book of the Teeth (revised edition). Harrison Wader Ferguson, D.D.S. (World Book Company, 1932) 106 pages. 68c.

This is a very attractive and comprehensive little book for children from the first to the fourth grades. Children will enjoy reading it and will readily learn from the subject matter and from the entertaining illustrations the lessons so interestingly and clearly given as to why the teeth need care and how to care for them.

Hygiene. Second Edition. Florence L. Meredith. (P. Blakiston's Son & Co., 1932) 837 pages. 230 Illus. $3.50.

This is a textbook for college students though it presupposes no previous study of the subject. Part I deals with health maintenance in colleges, Part II with anatomy and physiology, Part III with pathological conditions, Part IV with hygiene, and Part V with mental hygiene. It is comprehensive and written in a simple and interesting style. A teachers' supplement pamphlet accompanies the book.

Health Misconceptions of Prospective Teachers. Paul Rhoton. (Penn State Studies in Education, No. 5, School of Education, Pennsylvania State College, 1932) 80 pages. $1.00.

This is a study for the purpose of finding out the extent to which certain health superstitions and scientifically unsound beliefs are subscribed to by graduates of teacher-training institutions, and to make pertinent comparisons on the basis of type of training school, duration of training period, type of training received, sex, and habitat. The appendix contains sample copies of the material used in making the study and a good bibliography.

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